

THE AMERICAN School Board Journal

A PERIODICAL *o* SCHOOL ADMINISTRATION

Devoted to the Interests of School Boards, Superintendents,
School-Business Officials, and School Architects



VOLUME 89
JULY—DECEMBER, 1934

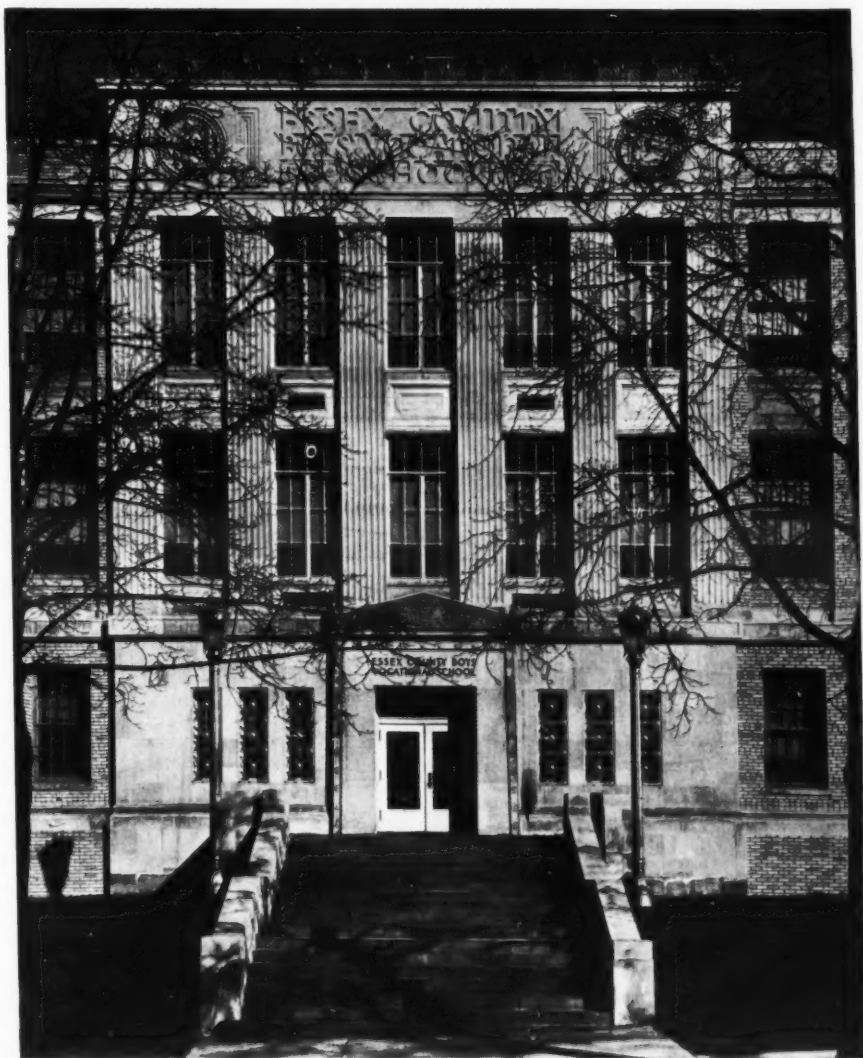
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THE AMERICAN School Board Journal

A PERIODICAL of SCHOOL ADMINISTRATION



July 1934

THE BRUCE PUBLISHING COMPANY

New York

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"DODGE CHASSIS FOR SCHOOL BUSES GIVE COMPLETE SATISFACTION!"



Dodge 2-ton 169" wheelbase Chassis \$900*



1 1/2-ton, 6-cylinder, 161" wheelbase DODGE CHASSIS (available also in 136" wheelbase \$515*, 148" wheelbase \$545*). **\$545***

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*All prices quoted are f. o. b. factory, Detroit, and subject to change without notice. Special equipment, including dual wheels on 1 1/2-ton models, extra. Time payments to fit your budget. Ask for the official Chrysler Motors Commercial Credit Plan.

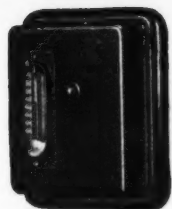
†Excerpts from letters in our files. Names given on request.

JOHNSON



SENIOR HIGH SCHOOL, QUINCY, ILL.

John D. Chubb and
Behrensmeyer & Hafner,
Associate Architects



Shown at right
INTERIOR OF AUDITORIUM



"DUAL" HEAT CONTROL

In this ultra-modern school building, 176 Johnson Dual Thermostats operate valves on direct radiators and also the valves and dampers in unit ventilating machines. Proper sequence of operation for all of the devices which heat and ventilate the building is assured . . . A complete system of Johnson duct thermostats and switches operate the dampers and valves at the indirect ventilating apparatus . . . The Dual Thermostats are arranged in nine groups, according to the usage of various types of rooms. Two such groups are provided for the classroom section, one for offices

and library, one for the auditorium, two for the gymnasium section, one for the band rooms, and two for domestic science and manual arts . . . Unit ventilators are controlled in such a way that those in one room may be operated without affecting any other room.

A "normal" temperature of 70 degrees or a reduced "economy" temperature of, perhaps, 50 degrees may be had in any section of the building at the will of the operator. Moreover, the dual thermostat in any room may be set at the "normal" temperature, regardless of conditions maintained elsewhere.

Each Johnson Dual Thermostat is capable of maintaining either of two temperatures. Johnson Dual Control allows heating occupied rooms to a "normal," 70 degree temperature while unused sections of the building are maintained at 50 degrees. At night, the entire building is carried at the reduced temperature, an "economy level" from which it is neither difficult nor expensive to re-heat in the morning. Separate steam mains are not required. The Dual Thermostats are connected in groups arranged in such a way that rooms used during evening hours, or at other odd times, may be handled separately. Switches at a central location select the normal "occupancy" temperature or the reduced "economy" temperature for the thermostats in each group. Single rooms may be cut from the group operation by means of a push button on each thermostat, furnished in those cases where such flexibility is desirable.

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HEAT CONTROL



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Hacker and Hacker, Architects, New York City.

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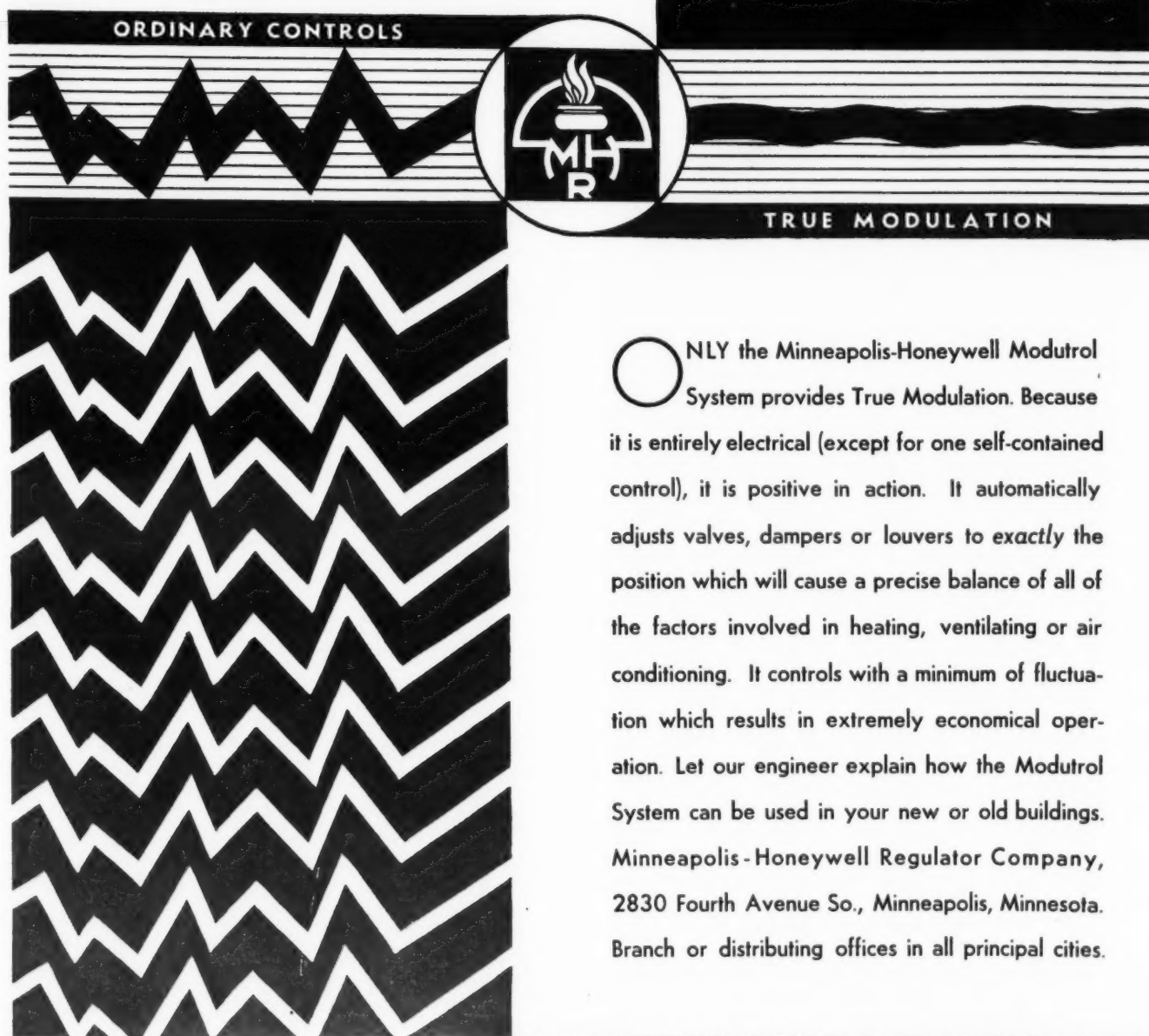
● Architects and school authorities realize the wide variety of designs in the Halsey Taylor line of drinking fountains. Here is a type designed for service—where the needs of many must be considered. The style illustrated has four receptors, the vitreous china with its clean, neat lines helps to add a touch of sanitation by design alone. And of course ALL Halsey Taylor fountains have two-stream projectors and practical automatic stream control, definite sanitary safeguards!

The Halsey W. Taylor Co., Warren, Ohio

HALSEY TAYLOR

DRINKING FOUNTAINS

TRUE MODULATION

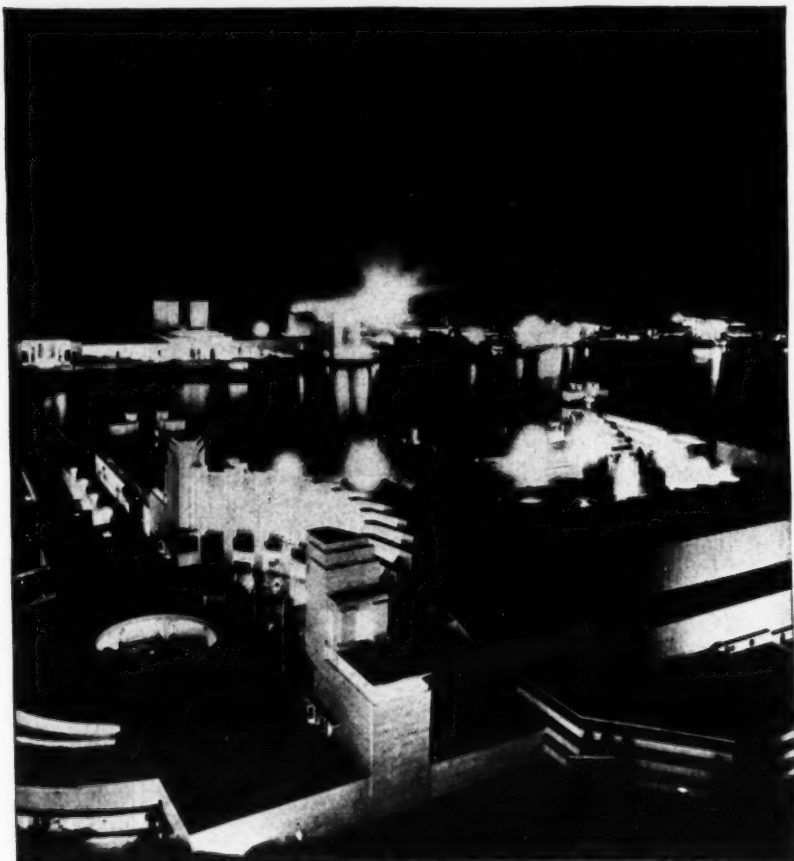


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The Spencer Heavy Duty Portable Vacuum Cleaner pulls dust out of cracks in wood floors—cleans ter-
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trays, gym mats or the boiler room
floor. It has an effective vacuum
at the tool end and a multiple sys-
tem of dust separation.

Easy to move—easy to operate,
built to last.

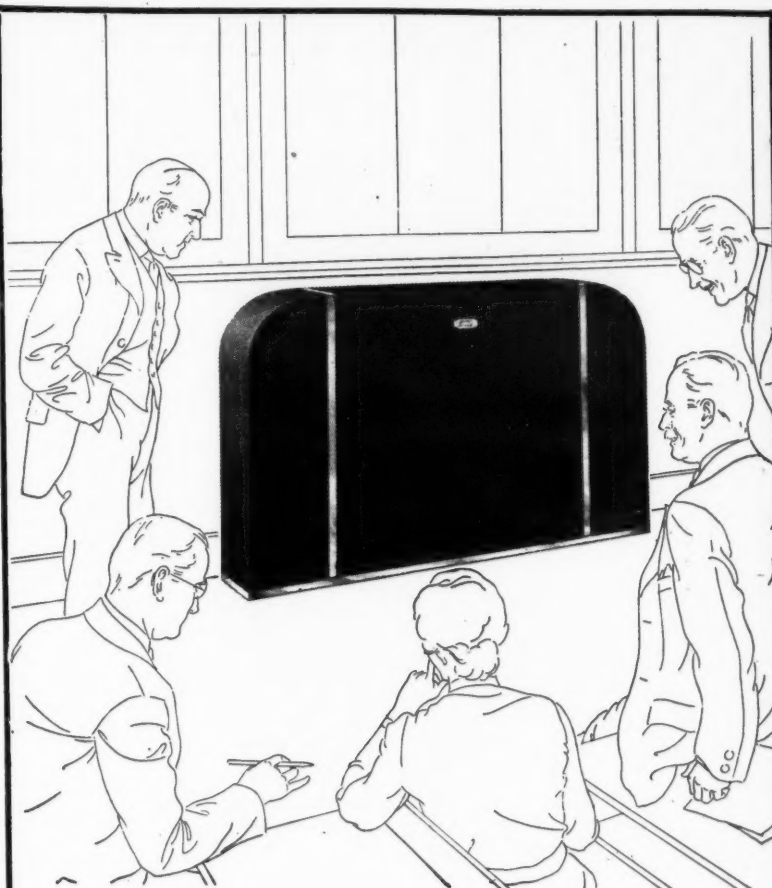
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TURBINE
CO.**

SPENCER
CENTRAL
CLEANING SYSTEM

**HARTFORD
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432



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**bought the most efficient and economical
heating and ventilating units for**

TODAY—

the units that can be easily adjusted

TOMORROW,

**when present laws are modified,
to operate with still greater economy.**

This school board learned that the unbalanced relation between air-stream and room temperatures, existing when ordinary, single-control units are installed, permits unhealthful drafts and overheating to occur and fuel costs to rise.

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So they installed Nesbitt-built units... knowing that TODAY, while their State law requires all air to be brought from outdoors, they will enjoy the benefits of Syncretized Air; and that TOMORROW, when proposed changes in the law are adopted to permit the recirculation of some room air, they will enjoy Syncretized Air with much larger fuel savings—through a simple adjustment in these selfsame units.

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Universal Units and Buckeye Heatovens

Sold by American Blower Corp., John J. Nesbitt, Inc., and Buckeye Blower Co.



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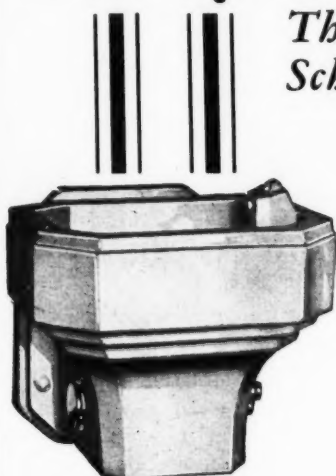
Onliwon Towels as a companion product to Onliwon Tissue will make your washroom equipment complete—and give you the assurance that it is the finest you can obtain.

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High standards of beauty and sanitation as incorporated in the Rundle-Spence Wall Fountain No. 122, have made it a popular model.

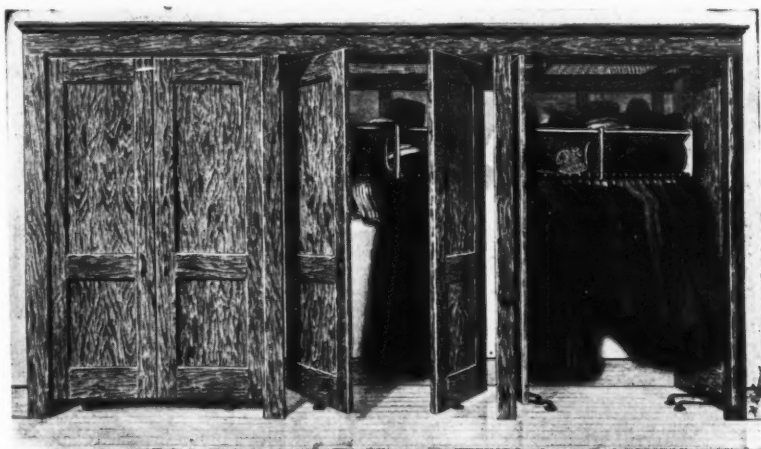
It is symmetrically designed to blend with the surroundings in any school and is mechanically perfect. Its sanitary features include the angle stream non-squirting jet placed above the bowl so that the nozzle orifice will not be contaminated if drain becomes clogged. The angle of stream prevents water being forced back onto point of discharge.

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WARDROBE

Class J

equipped with either "Floor" type (as illustrated) or "Jamb" type hinges. This is Class D wardrobe if made with flush doors.

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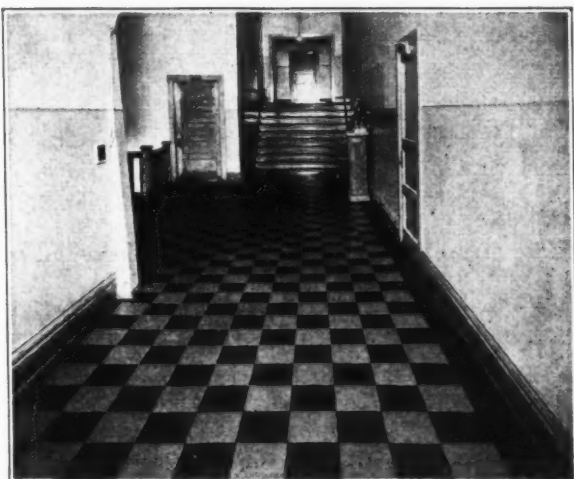
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"We Save All'round on **DRI-BRITE** ORIGINAL NO-RUBBING LIQUID **FLOOR WAX**

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EASIER
TO
KEEP
CLEAN"



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ASBJ 7-34

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UNIFORM VALUES

«

»



IN CITIES of the same class Superintendents' salaries are largely standardized. Considering the value of the services rendered and the high quality of the product purchased, a few hundred dollars represent a small differential. Some school districts pay a lower salary than the standard and thereby chisel on the Superintendent, or buy the services of an inferior Superintendent and chisel on the pupils.

Teachers of uniform preparation, experience and ability receive the same rating in a salary schedule. School districts that under-pay their teachers are chiseling on the teaching force.

Supply and demand should not regulate the salaries of Superintendents or the wages of teachers. An over-supply of Superintendents should furnish no excuse for salary chiseling by school officials. A Superintendent has the same investment in his preparation, training and experience whether there are two jobs for every Superintendent or fifty Superintendents for every job. The value of the product which he sells bears no ratio to the number of available Superintendents for the position. A Superintendent's salary should be more or less stable and should be based upon his investment in his training and his experience. Supply and demand should not regulate the scale.

There should be a degree of uniformity in the price of similar lines of school products of like quality. Raw materials, wages, overhead and selling expense are practically uniform. None of these elements of cost of the product can be ignored for long and the factory continue to produce. To sell below a reasonable market price is to chisel on one or more of the elements of cost. The value of a school product does not change whether there are a hundred units available or ten thousand. Aside from the element of volume or quantity the prices must be practically constant.

If a quoted price is below normal the management is chiseling on labor, or quality, or invested capital. You cannot chisel on these items and have industry survive.

Look with suspicion upon an under-priced commodity. There should be no wide differential of like products.

We salute the Superintendent who refuses to chisel on the value of his services in contracting with a Board of Education.

We salute the members of an industry who refuse to chisel on any of the elements comprising the legitimate cost of their products.

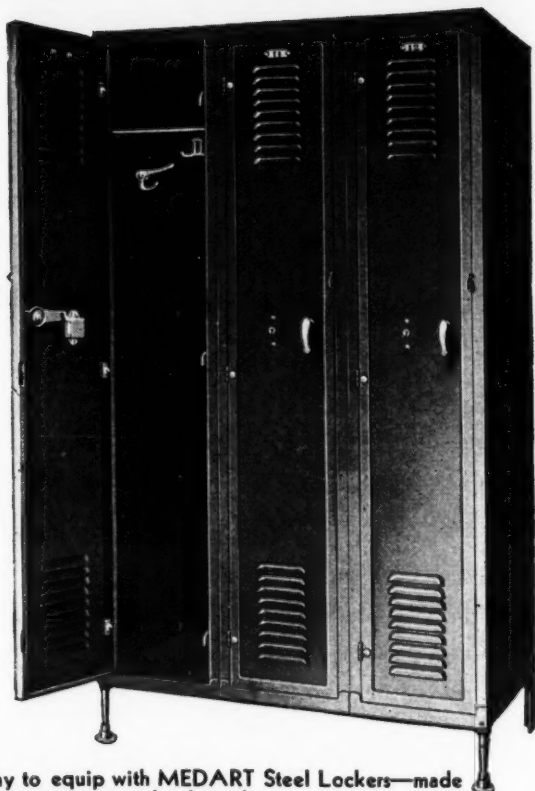
You can spot the chiseler in either case. He is usually out of line.

National School Supplies & Equipment Association

176 West Adams Street
Chicago, Illinois

MEDART STEEL LOCKERS

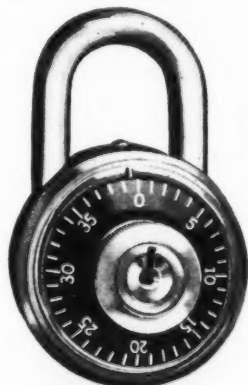
SEND FOR
CATALOG L-3
OF
STEEL LOCKERS



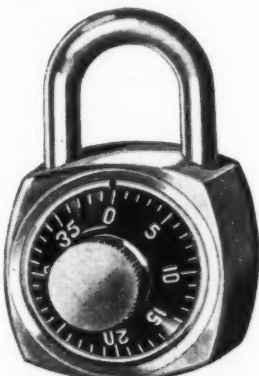
It is sound economy to equip with MEDART Steel Lockers—made in sizes and types to meet every school need. Our Engineering Service is at your disposal in planning the locker installation best suited for your requirements. Also, manufacturers of Steel Cabinets, Steel Shelving, Gymnasium Apparatus, and Playground Apparatus. Catalogs sent free on request.

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ROCKFORD SHACKLE LOCKS
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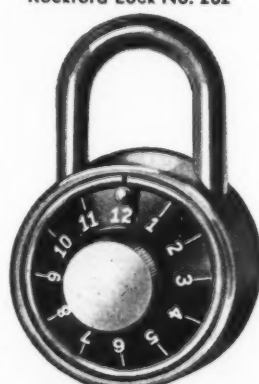
Rockford Lock No. 264



Rockford Lock No. 262



Rockford Lock No. 265



Rockford Lock No. 276

All Rockford Shackle Locks have the self-locking feature. Insert the shackle—the lock is locked. To open, it is necessary to dial the combination. Rockford Shackle Lock No. 264 can be master keyed in series with other Rockford School Locks by a paracentric type key. Rockford Shackle Lock No. 265 is recommended wherever a keyless system is desired. When shackle is inserted, the dial spins, eliminating any clue to the last number of the combination. Rockford Shackle Lock No. 262 is of modern, sturdy design. Satin aluminum finish. Self-locking. Rockford Shackle Lock No. 276 (Keyless, click) is recommended wherever a Keyless system is desired.

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A Periodical of School Administration

Eastern Office:
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NEW YORK, N. Y.

Published on the first day of the month by
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CHICAGO, ILL.

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Some Rays of Light

THE following items were gathered at random from a mass of information, which has come to the editorial rooms of the AMERICAN SCHOOL BOARD JOURNAL:

The city council of Chicago has approved a \$28,000,000 school-bond issue.

The school board of Macon, Georgia, will increase its appropriation for school purposes.

At Tampa, Fla., the county school board has decreed a full nine months' school term.

By a decisive margin, the voters of Zion, Ill., voted and approved a tax raise for the support of the schools.

Muskogee, Oklahoma, by a vote of 624 to 20 favored an additional 10 mill tax for the school budget.

Alabama manifests a tendency to raise salaries.

California is restoring salaries and increasing the teaching staff.

Massachusetts reports that out of 350 cities and towns reporting, 189 increased appropriations, 39 remained the same, and 122 decreased them. In 62 towns, salaries have been restored, while 48 restored them partially.

In Nebraska, 135 school units, employing 704 teachers, have increased salaries. Eight units reduced salaries. High schools, 128 in number, employing 695 teachers, made increases, while 11 schools employing 62 teachers made salary reductions.

Salary increases were voted by the boards of education of Lockland, Ohio, Pawtucket, R. I., Bristol, R. I., East Moline, Ill., Peoria, Ill., Holyoke, Mass., Southington, Conn., Anderson, Ind., Evanston, Ill.

The Butler, Mo., school district finds itself for the first time in years without a deficit.

The school board of Columbia, Mo., has been able to pay off all outstanding indebtedness and closed the school year with a balance of \$10,000 in the treasury.

Expansion and improvement of city schools to cost \$200,280 was voted by the school board of Oklahoma City, Oklahoma.

The Boston school board voted an additional \$532,196 for alteration and repair of school buildings. The total amount to be so expended is \$932,196.

The Congress of the United States passed a bill appropriating \$75,000,000 to be loaned to the public schools.

These items note that there is a rift in the clouds. A brighter day is at hand.

THE EDITOR.



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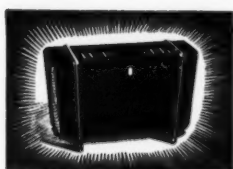
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Editorial Material—Manuscripts and photographs bearing on school administration, superintendence, school architecture, and related topics are solicited, and will be paid for upon publication. Contributions should be mailed to Milwaukee direct, and should be accompanied by stamps for return, if unavailable. Open letters to the editor must in all cases contain the name and address of the writer, not necessarily for publication, but as evidence of good faith.

The contents of this issue are listed in the *Education Index*. Member, Audit Bureau of Circulation and Associated Business Papers.

A PROBLEM WHICH DEMANDS CONSIDERATION



Today school authorities are confronted by many pressing problems. So necessary is their immediate solution, that it is sometimes difficult to plan for the future. At the same time, those of us who view the problem of school housing in its national aspect, can see that this problem demands consideration along with the matters of operation and maintenance.

In many cities the matter of school housing is a serious one. Children are actually being housed in barracks, barns and other temporary structures where the conditions under which they work do not meet even the minimum standards of lighting, ventilation, sanitation and safety. This is certainly a backward step in the progress of our educational system.

Fortunately, many schools are being built under the P.W.A. while others, alert to their needs for better housing facilities and vexed by the necessary "red tape" and delay encountered with the applications for P.W.A. funds, have decided to construct their needed buildings without the assistance of the Federal Government. This has required courage, but where special conditions exist, the decision is a wise one. It is, in our opinion, a new manifestation of the pioneering spirit which has made our country the most progressive, yet most substantial, in the world.

Herman H. Nelson
PRESIDENT

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MOLINE, ILLINOIS

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SWAT THAT FLY!

School Board or Superintendent—WHICH?¹

Silas B. Tobey, Superintendent Emeritus, Wausau, Wisconsin

The spirit of knight-errantry is not upon me, and I have not donned my armor, mounted my steed, nor couched my lance to sally forth in behalf of a class of administrators who have suffered the affront of outrageous fortune. Indeed, it is not that aspect of the question I am about to discuss which most strongly appeals to me. I would not have you believe that I am unmindful of the rights of administrative officers, or that feelings of regret, and sometimes of indignation, are not aroused when some school official, obsessed with the delusion that he has been elected to attend to the details of supervision, to determine the methods of teaching, curriculum details, selection of teachers, and materials of instruction assumes the functions of the board of education and of the supervisory staff. Such invasions of administrative privileges are to be deplored, not so much because they are unwarranted usurpations of supervisory prerogatives, as because of the almost invariably bad results to the schools.

That brings me to the purpose of my first and most important point: that the sole purpose of the school is the right and the most efficient education of the child. The selfish ambitions of conceited school-board members, cocky superintendents, or avaricious teachers should have no consideration in the selection of those to whom is intrusted the education of the future citizens of the state.

No person should seek a place upon the school board, who does not have an overwhelming conception of the infinite value of children. No person should aspire to a position on the board who will balance a few dollars against the most precious treasures of the state. No person should aspire to a place on the board for the purpose of settling a personal grievance or grudge against someone. A desire for power that he may wreak vengeance on another, stamps any man or woman as absolutely unfitted for such a responsible position.

It makes a vast deal of difference whether the board of education holds the opinion that it is elected to run the schools, or that its primary object is to see to it that the schools are efficiently run. The holding of the first of these two opinions presumes the possession of a special preparation, broad and thorough knowledge of teaching method and of subject matter and of necessary equipment, as well as a grasp of detail in a highly specialized occupation rarely possessed by a single member of the board, and never by all of the group.

Policy-Determining Body

The board of education, it seems to me, should be a policy-determining body. It should make the general rules and regulations under which the schools should function, should determine the amount of money necessary to properly conduct the schools, and should have the courage to ask for what it deems is indispensable.

It is the undisputed right of the board to select a superintendent, fix his salary and that of all teachers, janitors, and other employees. It should feel a responsibility for the sanitation of the school buildings and the health of the children, provide social centers, and promote the educational solidarity of the city. The board should have the right to select school sites in advance of a probable need; and should decide on the character and size of new school buildings, the major repairs and alterations of

schools already in use, and the amount of insurance to be carried.

It is the duty of the board to keep the public informed about its problems, its purposes, and the cost to the taxpayers. It should function as a board of directors of a bank or of a well-organized, efficient business enterprise. The duties of these respective bodies are very simple. These and other obligations will furnish the members ample opportunities for splendid public service and for the wise use of all the time busy people can give to community betterment.

The board of education should not select the teachers or janitors for two main reasons: First, because the board members, as a body, are not as well informed as the superintendent should be on just the character of the work to be performed, the requisite preparation and qualities of the individual teacher for the specific task for which she is chosen, or the best sources of supply. Second, if the board selects the teacher, the process of selection is slow and cumbersome, especially if the board is large; and since the responsibility for the selection is divided, no one feels the complete accountability for the choice. If the board selects an incompetent teacher, each member may plead only a minor responsibility for the choice and may use the board action as an umbrella to shelter him from the storm of criticism. Then, too, in a board of five, seven, twelve, or more members, there are often differences of opinion which make selections difficult, and frequently far from unanimous. A teacher so chosen is handicapped from the start by a lack of complete confidence of the board. The distrust of a part of the board is easily communicated to the patrons; and the career of a teacher so situated, however competent she may be, is often brief and far from happy.

Sometimes business advantage, family relationships, church, political, or fraternal society affiliations influence an appointment; and such a possibility will be more likely to occur in a board of several members than with a single person who appreciates that the exhibition of susceptibility to such influences will cost him his job. Teachers, too, are prone to look for advice, support, and guidance in purely professional matters to those who recommend them for appointment. Few, indeed, are the school boards fitted to render such service.

Selection of a Superintendent

The most important duty of the board, I believe, is the selection of a superintendent. Upon that choice more than upon any other act of the board will depend the success of the school. In the appointment of a superintendent, the cost of a few hundreds of dollars more or less is of small importance, when compared with the returns upon the investment. Since men first began to work for pay, the grade of talent in any business has been measured by the financial returns which it brings.

The board of education that reported back to their constituents after having driven, as they believed, a sharp bargain with a prospective superintendent, boasting that they saved a few dollars to the taxpayers by their shrewdness, neglected to tell them that they had employed a weak-minded, short-sighted, invertebrate incompetent, to determine the weal or woe, perhaps the eternal destiny of thousands of precious human souls. They neglected to inform the fathers and mothers that they had chosen someone who, in all human probability, would quench the fires of ambition in the minds of their children, and waste golden opportunities to stimulate noble impulses, which once aroused,

would have adorned many a life, glorified many a character, and enriched the whole community. Loss irreparable, waste infinite, all for the sake of a few hundred dollars. The board failed to perceive that the saving in dollars to the individual taxpayer was insignificant, but the loss to the children and the state was immeasurable.

No board of education can, by any economic legerdemain, effect any very appreciable saving in the taxes. We spend for education only about one per cent of our wealth. But the board may, by ill-advised reduction of the school budget, be compelled to employ incompetent leadership, an unskillful teaching force, and provide inadequate school supplies, thereby wasting the limited time and the abounding energy of childhood, leaving aspirations unawakened, ambitions unaroused, and the future of the state pauperized in spirit and robbed of wealth and power.

Bane of Cheap Leadership

No intelligent business organization would for a moment consider the appointment of a manager because he would serve for low pay. Business has learned that cheap leadership, cheap service, and cheap machinery are the sure guideposts of bankruptcy. Is it reasonable to believe that the business of education is exempt from the laws that control all other kinds of business?

I know of one school board which, by employing a competent superintendent at a fair salary, by gradually increasing it, and by investing him with the authority which is indispensable to the successful administration of the office during a period of a quarter of a century, was able to effect a saving of more than \$50,000 a year over the average cost for the education of a like number of children in the state, and still maintain a high degree of efficiency in the schools. In a dozen or more cities of the state of approximately equal size and wealth, where less was paid for leadership, frequent changes were made, the cost per child for education was greatly increased, and the results far less satisfactory. In education as in any other business we get, in the long run, just about what we pay for.

Experiences and Observations Summarized

We, the people, must understand and believe that the teaching force must in intellectuality, in morality, in attractive personality, and in power be above the average of mankind, else it will drag down to its level from above as much as it will lift up from below. There never has been and there never will be a good school manned by average supervisors and average teachers. The ranks are full of average folks, clamoring vociferously for preferment; but they will never be found leaders in the vanguard of progress.

Anyone who can believe that all teachers are alike, or nearly alike, in leadership and inspirational power must ignore his own experience and that of the race for thousands of years. Anyone who believes that attendance at an educational institution for four, or six, or a dozen years, is a guarantee of fitness to teach, entertains a dangerous delusion; and, if he is intrusted with the selection of teachers, should be subjected to a more cursory examination by pathological experts.

The superintendent who will offer a position in his schools to any except the very best he can buy for the money at his disposal is no less a traitor to his high trust than was Benedict

¹Abstract of an address to the joint meeting of the Wisconsin School Board Association and City Superintendents' Association, Milwaukee, April 21, 1934.

Constitutional Restrictions on Distribution of School Funds to Equalize Educational Opportunities

Clarence E. Ackley, Ph.D., Pittsburgh, Pa.

Twenty-two of the state constitutions in force in 1934 contain specifications which seem to limit the distribution of state funds for common schools to some plan based upon a count of the scholastic population. The details of these specifications are given in Table I and in the paragraphs headed "Constitutional Specifications" at the end of this article.

In many instances, educational leaders, seeking to establish equalization funds for the purpose of providing special aid for weak districts, have found their efforts thwarted by these restrictions. In other instances, though, the courts have sustained legislation ingeniously devised to surmount or circumvent these barriers.

In eight of the constitutions the per-capita distribution seems to apply only to the interest and income from the permanent school fund (Table I, K), but in fourteen of the constitutions it apparently embraces all state appropriations to common schools (Table I, H). An examination of the decisions of the state courts reveals the fact that judicial interpretations of these provisions may differ significantly from the meaning a layman would derive from them.

The Funds Designated

Where the constitution enumerates in detail the sources from which the permanent common-school fund shall be derived, and then specifies that the interest and income from this fund shall be apportioned to the several counties of the state on the basis of the school census, there is no great likelihood of misinterpretation. In the absence of any other constitutional restriction, the legislature is left free to set up any additional fund it may desire and distribute this fund as it sees fit. The restriction becomes more complicated, however, when the apportionment designated is to the districts of the state instead of the counties, for it then becomes necessary to find a judicial interpretation of the word *districts*. A still greater complication arises when the sections enumerating the sources of the permanent fund also contain such words as "and such other means as the legislature may provide."¹

The court of highest authority in several of these states has held that the words "and such other means as the legislature may provide," include any fund raised by taxation if specifically designated in the levy as for school purposes, and that any law having for its object the diversion of such fund to a different purpose is unconstitutional and void.² In line with this interpretation, the Supreme Court of Iowa has held to be unconstitutional a school tax levied upon the taxable property of a county by authorization of a legislative act undertaking to provide a distribution of one half of said tax in equal amounts among the school districts of the county while the other half was distributed in proportion to the scholastic population.³ Likewise the supreme court of Florida⁴ has held that a special state tax levied for common schools must be considered as part of the state's resources for the support and maintenance of the common schools, and that an act attempt-

The equalization of school revenues is one of the most pressing of the present problems of school finance. The present paper, by an authority on school law, points out the constitutional and legislative difficulties in the various states. —Editor.

ing to distribute such tax proceeds to the counties in which collected, or on any other basis than that required for the distribution of the income from the permanent common-school fund, was in violation of section 7, article 8, of the Florida constitution. In a Missouri decision⁵ it was also held that general revenue, collected by the state, from all parts thereof, is not the private property of any county or school district, but of the state. This decision differs from the Florida case in that it held that the provisions of the Missouri constitution permit funds so raised to be appropriated and used by the state for any governmental purpose which the legislature deems wise; for instance, in aid of the establishment and maintenance of consolidated or rural schools, whose organization legislature has authorized. Maine also provides an interesting decision,⁶ although it must be remembered that the Maine constitution imposes no restriction requiring a per-capita distribution. This decision holds that the fact that the fund is distributed to the towns one third according to the number of pupils and two thirds according to valuation, instead of all according to the number of pupils, does not of itself render the act unconstitutional, for "while inequality of assessment is necessarily fatal, inequality of distribution is not, provided the purpose be public welfare."

In the main, it may be said that, in the absence of specific constitutional mandate, the courts are inclined to regard a per-capita distribution as the most equitable basis for apportioning the income of the permanent school fund. In a recent case in Michigan, it was said:⁷

During all the period of statehood, until 1925, nearly 90 years, this basis (a count of children) for apportioning the primary-school interest fund has been continued and kept inviolate. In *Muskegon Public Schools v. Wright*, 176 Mich., 6, this court said: "These census reports, made by the several school districts, are the basis upon which the entire system of apportionment of primary school money is founded."

Prior to 1911, at least, it was founded and continued not by constitutional mandate, but upon common favor, understanding, and approval. In 1911, section 9 of article 11 of the constitution was amended. . . . By the amendment the said census basis of apportioning equally the primary school money, though ancient and long established, first found expression in the constitution. It was then expressly adopted, we think, but in any event the necessary implication of the language is that the basis of apportioning the fund is a count of children.

If the legislature may dispose of 5 per cent of the fund in the unequal manner attempted by the act, it may so dispose of a larger part or of all of the fund; if it may use assessed valuation as a basis of apportionment in a limited or qualified sense, it may use it to the full extent, and it may then provide that the whole fund be apportioned on the sole basis of assessed valuation or otherwise as it may determine, this is not and cannot well be controverted. It seems clear that the power of the legislature so to do is challenged by the section of the constitution above quoted. The section states the basis of apportionment of primary school money, a count of children. If counted in any district they must be counted in the entire state.

¹State v. Gordon (1914), 261 Mo., 631, 170 S. W. 892.

²Sawyer v. Gilmore (1912), 109 Maine, 169, 83 At. 673 (In Equity).

³Board of Education v. Auditor General (1928), 242 Mich., 186, 218 N. W. 764, construing constitutionality of Act No. 53, Public Acts, 1925.

Equalization Funds Held Constitutional

To those interested in the creation of equalization funds, it is highly significant that in five states whose constitutions call for a count of children as the basis for the distribution of state school funds, the courts have upheld the constitutionality of enactments providing equalization funds to be distributed on some other basis than scholastic population. In each of these instances, the equalization fund was so created that the courts held it not to be a part of either the permanent or the distributive common-school fund.

In 1927, the Alabama legislature⁸ appropriated \$600,000, or so much thereof as might be necessary, out of the state treasury, for the further support of the public schools of the several counties for immediate use, distributing to certain named counties specific sums, and leaving a surplus of over \$100,000 to be apportioned to the several counties as their needs might require, so that each school might have a minimum term of seven months during the year ending September 30, 1927. In passing upon the validity of this act, the court said:⁹

The fund, the subject matter of this act, is the general fund in the state treasury, and it is not . . . made a part of the public school fund to be apportioned and distributed by the educational authorities, but is in the main intercepted and apportioned by the legislature to certain named counties, as an emergency appropriation, to provide a "school term of equal duration" for the current year ending September 30, 1927, in accordance with the very spirit of the constitution. In dealing with moneys in the state treasury, not otherwise appropriated, in the absence of constitutional limitations, the power of the legislature is supreme (Citing *State ex rel v. Greene*, 154 Ala., 249, 45 So. 268; *Ensley Dev. Co. v. Powell*, 147 Ala., 300, 40 So. 137).

In another decision of the Supreme Court of Alabama¹⁰ in 1932 this Opinion of the Justices is cited with approval; and again in 1933, the same opinion was sustained¹¹ in upholding the constitutionality of an act authorizing the payment of warrants issued during a preceding quadrennium for rural schools, school libraries, school buildings, special expenditures of the state department, and also for Alabama College, the Alabama Polytechnic Institute, and the University of Alabama.

By an act of the legislature of Arizona in 1913¹² provision was made whereby:

The county school superintendent shall apportion all money accumulating to the credit of the county school fund. He shall apportion to every rural school district maintaining a one-room school or a two-room school a sufficient amount to maintain it in a creditable manner for a minimum term of eight months.

And to that end, a minimum of \$1,500 was to be apportioned to each one-room school and not less than \$3,000 to each two-room school; the remainder to be prorated among the common-school and high-school districts on the basis of average daily attendance. Inasmuch as the constitution of Arizona states that the apportionment shall be made "to the various counties of the state in proportion to the number of pupils of school age residing therein," it would seem that this act detailing how the fund should be distributed after reaching the counties would not be in conflict with the provisions of the constitution. It is not surprising, therefore, that in 1924, this act was cited without construction

¹Constitutions: Ariz., 11:8; Cal., 9:4; Fla., 12:7; Iowa, 9, 2:3; Kan., 6:3; Ky., 184; Neb., 7:4; N. Dak., 154; Okla., 11:3; S. Dak., 8:3; Utah, 10:3; Wyo., 7:7.

²*McKeown v. Morrow* (Iowa, 1918), 167 N. W. 193, citing with approval *Township of Dubuque v. County Judge* (1862), 13 Iowa, 250; *Crosby v. Lyon*, 37 Cal. 243; *Ahern v. Walsh* (Neb., 1891), 48 N. W. 265.

³*Dubuque District Township v. Dubuque Township Judge*, note 2, ante.

⁴*State v. Barnes* (1886), 22 Fla., 8.

⁸Act of Jan. 28, 1927, Session Alabama Legislature.

⁹*In re*, Opinion of the Justices (1927), 215 Ala., 524, 111 So., 312.

¹⁰*Harman, Supt. of Ed. v. Ide et al*, 224 Ala., 414, 140 So. 418.

¹¹*Turnipseed v. Blaw* (1933), 226 Ala., 549, 148 So. 116.

¹²Revised Statutes 1913, Sec. 2821; R.S. 1928, Sec. 1904.

in the case of the Boquillas Land and Cattle Company.¹³ But a more significant decision from this state was rendered in 1915, upholding the validity of an item of the general appropriation bill, providing for \$73,000 for special aid to high schools, \$36,500, or so much thereof as might be needed, to be expended¹⁴ during the years ending June, 1916, and 1917. In this case it was held that, since this sum was made payable out of a stated statutory fund to a designated amount annually of such fund, it did not conflict with any constitutional limitation.

Although the constitution of Texas contains a rigid restriction for distribution on the basis of scholastic count, the court of civil appeals of that state has sustained emphatically, special appropriations for equalization purposes.¹⁵ By an act of the legislature in 1929, the sum of \$5,000,000 was set aside, from the general unappropriated funds of the state, for rural schools and the equalization of educational opportunities "in certain neglected school districts."¹⁶ In holding that this act was not in conflict with section 5 of article 7 of the constitution, the court said:

The constitution makers never contemplated that any appropriation of general funds to assist certain neglected school districts would in some magic way convert the appropriation into available school funds and defeat the purposes of the legislation by rendering necessary a per capita distribution of the money to every scholastic in Texas. Some hard things have been charged to the constitution, but we do not believe that it can be so warped and distorted as to prevent the more than 300,000 children in the rural communities from receiving aid, which all students of our public school system realize is absolutely demanded, if the system is made to serve not a favored portion, but all the children of the state.

The fund provided under the assailed act is so administered as to benefit about 3,500 school districts in Texas, and will enable over 300,000 children in rural districts to have longer school terms; and that \$400,000 will be expended to pay tuition for high school students who live in rural districts. Thus the legislature has sought to aid the thousands of children in Texas who are inadequately supplied with the means to the amount of education absolutely necessary in this age. . . . This ruling was later sustained by the Supreme Court of Texas, denying error.¹⁷

Perhaps the most conclusive decision sustaining special equalization funds is that of the Supreme Court of Oklahoma, inasmuch as the constitution of that state specifies a per-capita distribution to every common-school district. In 1922 the state legislature enacted "An Act providing aid for weak school districts," whereby \$650,000 was appropriated "out of any moneys in the state treasury of the state of Oklahoma, not otherwise appropriated, for certain weak school districts."¹⁸ The following words from the opinion of the supreme court are significant:¹⁹

Plaintiff then correctly asserts that these funds are not "apportioned among and between all the several common school districts of the state in proportion to the school population of the several districts," as is provided in section 3 of article 11 of the state constitution in relation to the income from the permanent school fund of the state. For this reason he asserts the act is unconstitutional. The trouble with this contention is that the moneys are not appropriated from this fund, and the constitutional provision to which we have last referred is, therefore, inapplicable.

The case from the Supreme Court of Mississippi²⁰ contains several items of interest and importance. The minority opinion traces in detail the history of the constitutional limitation, and quotes from the debates of the constitutional convention to show that the framers of

INJURIOUS PRACTICE

Democracy maintains free public schools for just one purpose—to provide competent, loyal citizens. Public schools are not supported by the taxes of all the people to provide anyone with a job.

The action of an increasing number of school boards in dismissing competent non-resident teachers in favor of local candidates has little to commend it.

In times of economic stress the pressure frequently is strong to appoint local candidates to school positions without due regard to the effect of such a policy upon the quality of educational work of the schools.

Teaching competence should be the sole qualification of an applicant for a teaching position. And certainly no school board should attempt to set up a quarantine against new ideas.—JAMES N. RULE, Pennsylvania.

that document voted down a provision designed to accomplish the purpose attempted by the equalization act. The act was also assailed as special legislation and as setting up a term of school in excess of the length permitted by the constitution. With well-considered arguments the majority of the court set aside all of these objections, saying:

Chapter 21, Laws of 1922 is as follows:

Sec. 1. That the sum of \$2,114,535 be, and the same is hereby appropriated out of any money in the state treasury not otherwise appropriated, for the support and maintenance of public schools of the State of Mississippi for each of the calendar years 1922 and 1923.

Sec. 2. That the additional sum of \$1,268,721 be and the same is hereby appropriated out of any money in the state treasury not otherwise appropriated, for the support and maintenance of the public schools of the State of Mississippi for each of the calendar years of 1922 and 1923, which sum shall be disbursed by the state board of education, consisting of the state superintendent of education, the secretary of state, and the attorney-general, in such a manner as to equalize public school terms as nearly as possible throughout the state in accordance with the following conditions:

a) In equalizing school terms, teachers' salaries shall also be equalized, grade of license held, competency of the teacher, and living conditions being taken into consideration.

b) County and district school levies shall not be counted against any county or district in the disbursing of this fund.

c) The state board of education shall apportion the fund provided for in this act semiannually, to the several counties and separate school districts, the auditor being furnished with a certified copy of the apportionment to be used by him in making out the warrants on this fund in favor of the county treasurers and treasurers of separate school districts. . . .

d) The manner in which this fund has been disbursed shall be included in the biennial report of the state superintendent of education to the legislature.

It is the contention of the appellant that sec. 2, ch. 21, Laws 1922, is void because sec. 206 of the constitution furnished a complete and exclusive scheme and provision for maintaining the public schools by state aid; that by implication the legislature is prohibited from extending any further aid than to maintain the schools for four months as provided in the section; and that, moreover, the said section 2 is void because it does not provide a distribution of the fund on a per capita basis. The Pridgen Case, 106 Miss. 219, 63 So. 416, is cited and relied upon to support these views.

We confess this interpretation of the constitution is not without merit, and may be said to be a reasonable construction; but we think there is another and different construction, which expresses the true intent, that is equally as reasonable . . . and is the better view. . . .

We cannot bring ourselves in accord with the view that the makers of the organic law intended to circumscribe or restrict state aid for public school education in this state, for all time to come, to only four months in the year. It clearly appears to us their purpose under section 206 was to provide "at least four months" of public schooling, inclusively, not exclusively, without inhibition as to any longer term.

We think it is a reasonable view to interpret that part of section 206 which provides for a per capita distribution as meaning that the distribution on this basis should be made with reference solely to the funds provided for the four months' term named in the section. It was not intended that the per capita distribution should apply to any school funds outside of the funds necessary to carry on the schools for the four months.

This construction of section 206 is reasonable, and . . . it is our plain duty to adopt the construction upholding the statute where there are two reasonable constructions, one of which upholds the statute and the other invalidates it. . . .

The Pridgen case . . . was not dealing with a fund

such as is provided in sec. 2, ch. 21, Laws 1922. In that case the court had before it the question of whether a supplemental fund of \$5,000 could be distributed to supply certain deficiencies in the school term of four months as provided by section 206 of the constitution, and the court there had in mind only the question of per capita distribution of the supplemental fund in carrying out the four month term.

A Different View

The one important decision out of harmony with the cases presented from Alabama, Arizona, Texas, Oklahoma, and Mississippi is from the court of highest authority in the State of Kentucky. By acts of 1930, ch. 36, provision was made for a state equalization fund appropriating \$1,250,000 annually out of the general fund of the state treasury to be expended under the direction of the state board of education, to be distributed among the counties for school purposes but not on a pro-rata basis. In holding that this act was unconstitutional, the court said:²¹

It is immaterial that money produced by taxation is appropriated for school purposes after the tax is levied or the money collected. It becomes, as soon as the appropriation is made, a part of the school fund, and its distribution is controlled by these sections of the constitution (183, 184, 186, 188). Calling it a fund for the equalization of educational opportunities does not change its character. It is spent in precisely the same manner and for the same purposes as other state school funds, except the method of distribution is changed. . . .

The construction we have placed upon the controlling constitutional provisions was never questioned until the passage of the 1930 act, but on the contrary, it has been accepted as the correct construction by the courts, the legislature, lawyers, and laymen alike. Recognizing the inhibitions contained in section 186 against the distribution of state school funds on any basis other than a pro rata one, the general assembly in 1920 submitted to the voters for ratification a constitutional amendment which would have enabled it to achieve the purpose sought to be accomplished by the act under consideration. The voters, probably inadequately advised, failed to ratify the amendment.

The court went to point out that the Kentucky Educational Survey Commission appointed by the governor in 1920, in its report said:

Nevertheless, to reduce at this time, even to a limited extent, existing inequalities in such opportunities is simple justice and will confer inestimable benefits on the rural children of the less favored counties. But nothing at all can be done because the people failed to ratify Constitutional Amendment Number Two.

The court also quoted from the report of the Efficiency Commission of Kentucky created by the legislature in 1922 for inquiring into, reporting, and making recommendations regarding every branch of the state government:

The methods of apportioning state school funds universally recognized by authorities to be essential to proper educational development are impossible under the present constitution. . . . The state school fund should be distributed in direct proportion to the needs and to the efforts which the local districts are making to improve their situation.

This, the report states, is made impossible by the people's rejection of the amendment submitted in 1920.

It is interesting to contrast the reasoning of the court in this case with the reasoning in the Texas and Mississippi cases. Here the argument is: Everyone who has studied the problem carefully believes that the equalization sought by the law under consideration is essential to the proper educational development of the state, but laymen, lawyers, and educators have heretofore doubted whether such an enactment would be held constitutional, therefore this court holds it to be unconstitutional. But the line of reasoning in the other cases is: Thousands of children are receiving under the terms of this enactment benefits which otherwise would be denied them; to hold that the act conflicts with the provisions of the constitution might be considered reasonable, but to hold

²¹Talbot v. Board of Education (1932), 244 Ky., 826, 52 S.W. (2d), 727.

¹³In re, Boquillas Land and Cattle Company (1924), 26 Ariz., 426, 226 Pac. 423.

¹⁴Callaghan v. Boyce (1915), 17 Ariz., 433, 153 Pac. 773.

¹⁵Marrs v. Mumme (Civ. A., 1930), 25 S.W. (2d), 215.

¹⁶General Laws 41st Legislature, 3d called session (1929), c. 14.

¹⁷Mumme v. Marrs, 40 S.W. (2d) 31.

¹⁸House Bill No. 19, chap. 103, Session Laws of 1922, Oklahoma.

¹⁹Müller v. Childers (1924), 107 Okla., 57, 238 Pac. 204.

²⁰Müller v. State (1922), 130 Miss., 564, 94 So. 706.

State	Constitution section of constitution	School census the basis of distribution	School attendance the basis of distribution	A portion distributed on some basis other than school census or attendance (a) per need and effort; (b) per need and effort	Legislature may create other funds for schools and distribute same by law	Scholarship ages designated	Distribution withheld from districts failing to maintain school for minimum term	Restriction on distribution of funds for state appropriations to common schools	Restriction apparently applies only to interest and income from permanent fund	Returned to general fund if not claimed by district	Details of local distribution determined (a) by law; (b) by state department; (c) by county authorities
Ala.	256										
Ark.	11:18										
Calif.	9:6										
Fla.	12:7										
Iowa	9:2:7					5-21					
Kans.	6:4					5-21					
Ky.	106										
Mich.	11:9					5-21					
Minn.	8:2										
Miss.	206					6-21					
Mont.	11:5					6-21					
N. Mex.	12:4										
N. Dak.	184										
Okla.	11:3										
Oreg.	8:4					4-20					
S. C.	11:6										
S. Dak.	6:3										
Texas	7:3										
Utah	10:5					7-20					
Va.	135					4-20					
Wis.	10:15										
Wyo.	7:8,9					6-21					

TABLE 1—CONSTITUTIONAL SPECIFICATIONS FOR SCHOOL-FUND APPORTIONMENT

that the act is constitutional is equally reasonable and has the additional merit of being in line with "our plain duty to adopt the construction upholding the statute where there are two reasonable constructions, one of which upholds the statute and the other invalidates it."

There is no essential difference between the history of the permanent common-school fund of Kentucky and that of other states, so far as control of distribution is concerned. There was, however, a very essential difference between the act of 1930 construed by the court and the equalization acts held valid in the other states considered in the foregoing paragraphs. That essential difference was this: The Kentucky enactment sought to set up a permanent plan of equalization, whereas, in the other states where the equalization measure was held to be valid, the appropriations were for years definitely specified—annual appropriations from the unexpended and unappropriated revenues in the general fund of the state treasury. On this issue, it is difficult to see how the Kentucky court could have ruled otherwise than to hold that the fund thus provided must be considered in the same light as distributive revenues from the permanent common-school fund, and therefore, subject to the constitutional restriction requiring distribution on the basis of school census.

Some Conclusions

The data presented in the foregoing paragraphs seem to warrant the following conclusions as being applicable where state constitutions set up such restrictions on the distribution of school funds as those listed in the 22 constitutions quoted below and analyzed in Table I:

1. There is general unanimity in the decisions of the courts of these states in holding that the distributive revenues from the permanent common-school fund of the state must be distributed on some basis of scholastic count.
2. There is also general uniformity of opinion that, in these states, a state-wide tax levied for supporting any phase of the program of the common schools must be regarded as a part of the common-school fund of the state, subject to the same constitutional restrictions as the distributive revenues arising from the permanent school fund.
3. The courts of five states held that the state legislature may make, from the unexpended and unappropriated revenues in the general fund of the state treasury, a special appropriation for a specific year or biennium, designating in said act to what purpose and in what manner the appropriation shall be disbursed. This, it is submitted, is the correct interpretation of these constitutional limitations, and promotes the true intent of the constitu-

tional mandates that the legislatures shall establish and maintain an "adequate," "efficient," "uniform" system of common schools. Even the apparently adverse decision in the Kentucky case is not out of harmony with this principle, for that court was required to pass upon an act which sought to make a permanent instead of an annual appropriation.

4. Since the providing of a common-school education is universally recognized as a function and obligation of the state, an equalization fund for the furtherance of that cause in the weaker districts of the state does not fall within the prohibitions against special legislation, for the benefits thereof are not limited to one district but accrue to the welfare of the whole state.

CONSTITUTIONAL SPECIFICATIONS Limiting Distribution of State School Funds to Some Type of Per Pupil Basis²²

ALABAMA—256

... The public school fund shall be apportioned to the several counties in proportion to the number of school children of school age therein, and shall be so apportioned to the schools in the districts or townships in the county as to provide, as nearly as practicable, school terms of equal duration in such school districts or townships. . . .

ARIZONA—11:8

The income derived from the investment of the permanent state school fund, and from the rental derived from school lands, with such other funds as may be provided by law shall be apportioned annually to the various counties of the state in proportion to the number of pupils of school age residing therein.

CALIFORNIA—9:6 (as amended in 1920)

Provides that the legislature shall add to the state school fund enough to provide not less than \$30 per pupil in average daily attendance in the day and evening elementary schools, and not less than \$60 per pupil in average daily attendance in the secondary and technical schools.

FLORIDA—12:7 (as amended in 1894)

Provision shall be made by law for the apportionment and distribution of the interest on the state school fund and all other means provided, including the special tax, for the support and maintenance of public free schools, among the several counties of the state in proportion to the average attendance upon schools in the said counties respectively.

IOWA—9:2:7

The money subject to the support and maintenance of common schools shall be distributed to the districts in proportion to the number of youths, between the ages of 5 and 21 years, in such manner as may be provided by the general assembly.

KANSAS—6:4

The income of the state school funds shall be disbursed annually by order of the state superintendent, to the several county treasurers, and thence to the treasurers of the several school districts, in equitable proportion to the number of children and youth resident therein, between the ages of 5 and 21 years; provided, that no school district, in which a common school has not been maintained at least three months in each year, shall be entitled to receive any portion of such funds.

KENTUCKY—186

Each county in the Commonwealth shall be entitled to its proportion of the school fund on its census of pupil children for each school year; and if the pro rata share of any school district be not called for after the second school year, it shall be covered into the treasury and be placed to the credit of the school fund for general apportionment the following school year.

MICHIGAN—11:9 (as amended in 1911)

... If any school district shall neglect to maintain a school within its borders as prescribed by law for at least five months in each year, or to provide for the education of its pupils in another district for an equal period, it shall be deprived for the ensuing year of its proportion of the primary school interest fund. If any school district shall, on the second Monday in July of any year, have on hand a sufficient amount of money in the primary school interest fund to pay its teachers for the next ensuing two years, as determined from the payroll of said district for the last school year, and in case of a primary school district, all tuition for the next ensuing two years, based upon the then enrollment in the seventh and eighth grades in said school district, the children in said district shall not be counted in making the next apportionment of primary school money by the superintendent of public instruction; nor shall such children be counted in making such apportionment until the amount of money in the primary school interest fund in said district shall be insufficient to pay teachers' wages or tuition as herein set forth for the next ensuing two years.

MINNESOTA—8:2

... and the income arising from the lease or sale of said school lands shall be distributed to the different townships throughout the state, in proportion to the number of scholars in each township, between the ages of 5 and 21 years; and shall be faithfully applied to the specific objects of the original grants or appropriations.

MISSISSIPPI—8:206

... The common school fund shall be distributed among the several counties and separate school districts, in proportion to the number of educable children in each, to be determined from data collected through the office of the state superintendent of education, in the manner to be prescribed by law.

MONTANA—11:5

The interests on all invested school funds of the state, and all rents accruing from the leasing of any school lands, shall be apportioned to the several school districts of the state in proportion to the number of children and youths between the ages of 6 and 21 years, residing therein respectively, but no district shall be entitled to such distributive share that does not maintain a public free school for at least three months during

²²Quoted from *Constitutional Specifications Regarding Education*, Clarence E. Ackley, Pittsburgh, Pa.

MR. DUGDALE SUCCEEDS SUPER-INTENDENT MEEK AT TOLEDO, OHIO

Ralph E. Dugdale, who was recently elected superintendent of schools at Toledo, Ohio, was born in Shelton, Nebraska, and was educated in



R. E. DUGDALE
Superintendent of Schools,
Toledo, Ohio.

the schools of that community. He was graduated from the Shelton High School in 1907, and then accepted a position as teacher in a rural school. In September, 1908, he enrolled in the Kearney Normal School, from which he was graduated in June, 1910. Later he enrolled in the law department of the University of Michigan. During his senior year circumstances compelled him to leave the University and he became a salesman for a bonding firm in Toledo. In the summer of 1913, he was offered the principalship of the Ironville Elementary School, Toledo, but later took over the principalship of the Woodward Boys' School, now the Vocational School. In April, 1914, he resigned to accept the principalship of the Navarre School, and in June, 1918, he was placed in charge of the entire program of evening-school work in Toledo. In 1919, he was promoted to director of the extension department.

In 1922, Mr. Dugdale took over the duties of the assistant superintendent of schools, following the retirement of Mr. H. S. Hutchins, and in 1924, he was formally elected assistant superintendent of schools, a position which he has held for the past ten years.

Mr. Dugdale is a graduate of the Hamilton College of Law in Chicago, and of the University of Toledo, which granted him the degree of A.B. He holds an M.A. degree from the University of Michigan, and has done work toward a Ph.D. degree. He was for ten years a part-time instructor in the University of Toledo, and for three years has taught school administration in the summer course of the University of Minnesota. He is married and has two sons.

the year for which distribution shall be made.

(Amended in 1920 to require 95 per cent of the income of the school fund to be distributed among the districts on the basis of census of children between the ages of 6 and 21; remaining 5 per cent to be added to the permanent fund.)

NEW MEXICO—12:4

... The current school fund shall be distributed among the school districts of the state in the proportion that the number of children of school age in each district bears to the total number of such children in the state, and shall provide for the levy and collection of additional local taxes for school purposes. A public school shall be maintained for at least five months in each year in every school district in the state.

Before making the distribution above provided for, there shall be taken from the current school fund as above created, a sufficient reserve to be distributed among the school districts in which the proceeds of the annual local tax, when levied to the limit allowed by law, plus the regular quota of current school funds allotted to the said district, shall not be sufficient for the maintaining of a school for the full period of five months, and this reserve fund shall be so distributed among

Panic Hysteria and the Public Schools

Harl R. Douglass, Professor of Secondary Education, University of Minnesota

I once visited a community of which the superintendent of schools said, "These are the greatest people you ever saw to drink, lie, steal, and go to church." It is one of the characteristics of human beings to be inconsistent, particularly with respect to things which they idealize, such as their church, their country, and their schools. The attitude of the people toward public education during the depression has been no exception to the rule.

The most truly American and most completely democratic institution we have, is the public school—open and free to all boys and girls of all classes. It is our melting pot, out of which we forge our leaders and our citizens. It is one place where economic aristocracy and political influence have not intruded their ugly heads to create human misery and discontent. To the teacher, every precious youngster is equal to every other one. Even in the most exclusive private schools, the names of pupils are no longer ranked in the list according to the social and economic position of their families, as was once done.

For generations we have sung and orated our loyalty to the little red school, which is no longer either red or little. The school has been the hope of every fond mother and father. It has been the pride of all of us. And well may we take satisfaction in it, because the United States is the only country in the world, except Russia, in which there is a truly democratic school system. England, Germany, Austria, France, and other European countries have one school system for the common people and one for the more fortunate class. Perhaps that is the reason why France, Germany, and Austria are frequently threatened with revolution, and why, in this country, revolution is almost unthinkable. We have all been brought up together in a common school. All are schoolmates. This country is the only country which provides free high-school and college education. In no other country do one half so many boys and girls go to high school and college. So I say, we have reason to hold our public-school system dear and close to our hearts.

The Truth About School Expenditures

The thing which is so peculiarly inconsistent is, that knowing all this, when we come to this period of economic stress, so many of us turn to public-school expenditures as one of the first places to retrench and to lighten our loads. When our thoughts turn to finances, our zeal for democratic ideals seems to hibernate. The politician who is out of public office and wants to get in, dwells continually on the great tax burden which the public so dear to his heart, is forced to bear. He has sympathized with them so much in his efforts to win their favor, and they have thought so much about the matter, that they have become a little unbalanced on the topic. Many of them seem to believe that the depression would be over if taxes were reduced. Many taxpayers are behaving about taxes like children in tantrums, while in private expenditures the waste is many times as great as their entire tax statement. They are behaving more like a mob than like intelligent citizens. For months I have been looking in vain for some office-seeker with a little better vision than the rest, and a lot more courage, to be the first to try to bring the people to their senses, to deal fairly with them, and to tell them the truth about the situation.

In the United States, public expenditures constitute 12 per cent of our national income.

In other leading nations the figure ranges from 20 to 30 per cent. Over half of our 12 per cent goes for items connected with war, defense, and interest on public debt. If we decided to abolish our schools, the typical taxpayer would not find himself suddenly prosperous. His saving would be just about enough to buy himself a good pair of shoes, or a couple of ring-side tickets to a prize fight. However, if we should abolish the schools, he wouldn't get his shoes or his tickets, for he would have to deduct from his school-tax savings, an increased expense for increased juvenile delinquency and crime, for increased ill health of his children, and later, for uneducated adults. He should deduct also something for the decreased prosperity of his community, due to the loss of the school payroll and local purchases. If he is a working or salaried man, he will have to compete with the youngsters turned out of high school and college, and as a consequence he is likely to have to work more cheaply.

It has been calculated by Mr. Joseph Pavlicek, a public accountant of St. Paul, that if the entire city budgets for schools and for all policemen and firemen were dispensed with, the care of all public highways and streets abandoned, garbage disposal left to private initiative, and nothing spent to keep the streets and sewers cleaned and repaired, the tax rate in that city could be reduced by no more than one third. One should not forget that by abolishing public education and these other essential services, the national tax bill would not be reduced but would certainly be increased in the near future. Gasoline tax and liquor taxes, which, between them, raise more money than the public schools cost, would not be reduced. The higher prices we pay for goods, due to the tariff, would not be affected, and the tobacco tax and the other state and national sales taxes would not be reduced. It is not difficult to see that the busy public needs a little information on this matter.

Somebody ought to educate the public on *one other* matter, but no one, apparently, dares to do it. The public needs to realize that it gets more for its tax dollar than any other dollar it spends and could get still more, if it would take seriously its responsibilities which rest upon every citizen in a democracy, to elect to office only men of highest ability and character, regardless of politics, and to insist that all public employees be selected in the same manner.

Public Education Threatened

Too few of us fully realize how seriously public education is being threatened this last year. After a hundred years of valiant effort and sacrifice by public-spirited citizens of unusual character and social vision to build up a school system free to all children, we may see it crumble before our very eyes. In Alabama, by February 1 of this year all the schools in 29 counties and 13 cities had been closed, with 67 counties yet to be heard from. Two thousand schools failed to open last fall, and 2,600 others had closed by January 1. We have 1,000,000 more pupils than in 1929, and 40,000 less teachers employed. It is estimated that over 12,000 schools were closed by April 1.

Teachers' wages are in arrears more than \$50,000,000 in spite of the fact that the average salary of teachers in the United States is less than \$1,200—20 per cent less than that of the boys in hamburger stands.

The average school term for 1932-33 was reduced to less than 170 school days. In none of the leading countries in Europe is the term less than 190 days; in most it is more than 200.

In Chicago they practically destroyed the departments of household arts, physical education, industrial arts, the kindergartens, the junior high schools, and the junior college, discharging more than 1,100 teachers. One must not be misled by the fact that those who would give a cheap education rather than a good one, and the intellectual aristocrats and the people who still think about education in the nineteenth-century terms call these subjects fads and frills. Educators today recognize that in the upper grades and in the high school, for a great part of our population, these subjects contribute heavily to health, happiness, good American homes, and citizenship; as much in proportion as foreign languages, mathematics, history, and science.

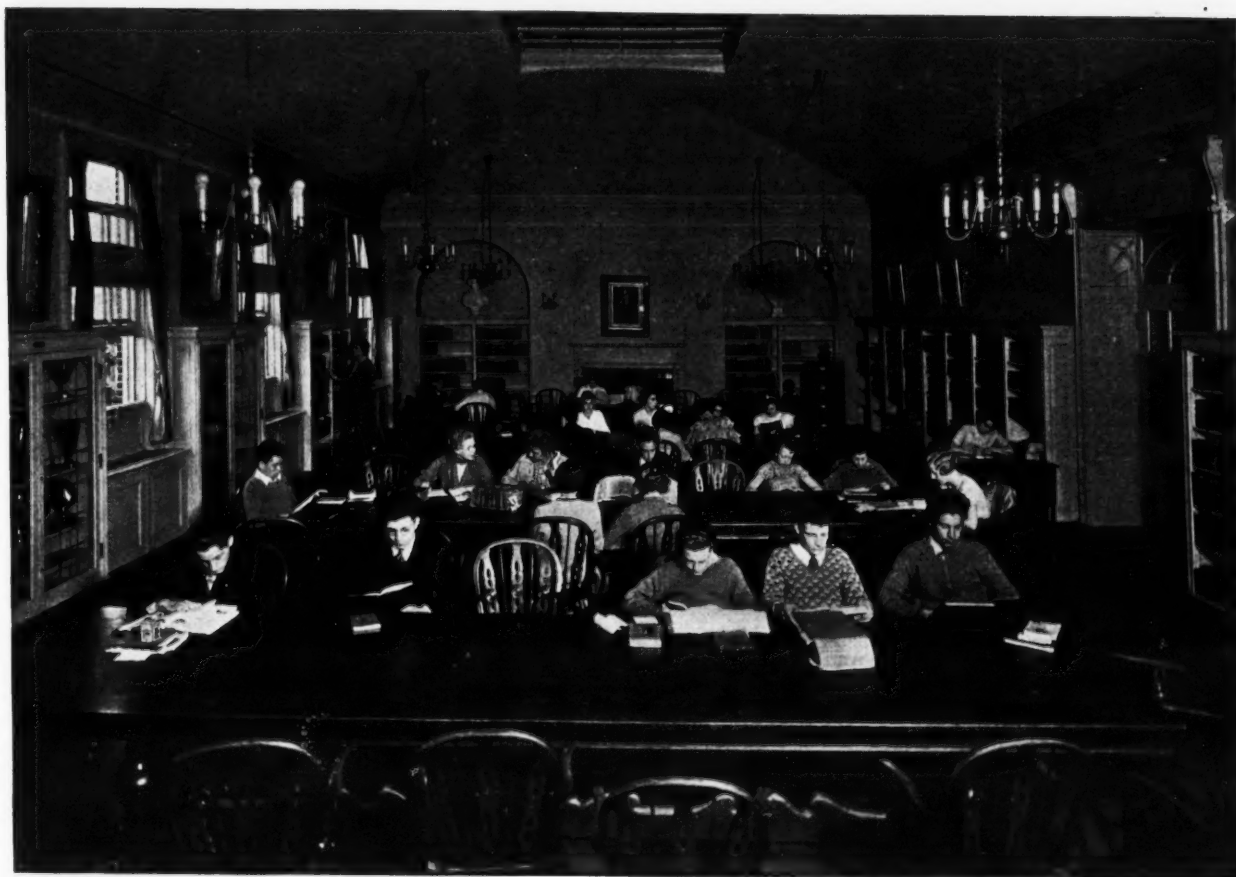
Wider Program of Education Demanded

This is no time for restricting the program of public education. Common sense tells us that now is the time to keep the schools, the parks, the playground, and the libraries open longer, and to improve their attractiveness. This is the age when the greatest amount of human time, our most valuable natural resource, is available for good or for bad. No greater chance ever presented itself to raise the level of knowledge among our population than now, when industry cannot use our young people, and when the fleshpots of amusement and vice are closed to so many because of their lack of funds. The preservation of the morale of the millions of idle children and young people who can find no place in economic society today demands a wider program of education, not a contraction of it.

Now the question arises, "How will we pay for it?" I am not an economist nor a political scientist nor even a politician. It is to them that I must leave details, but I do know, that as long as we can still fill the roadhouses, the dance halls, the boxing and wrestling shows, the football stadia, and spend \$5,000,000,000 a year for passenger automobiles, \$100,000,000 a year for chewing gum, \$200,000,000 a year for cosmetics, and \$250,000,000 for quack remedies, nearly \$1,000,000,000 a year for movies, and order the construction of 102 new battleships; that so long as we can pay unearned and surreptitious tribute to pirates in private business by the hundreds of millions of dollars annually, we are not poor enough yet to take it out on the schools. Not that I would deny anyone their tobacco, movies, chewing gum, cosmetics, battleships, or any of these things, I merely say that so long as we can spend \$15,000,000,000 a year on them, we are not poor enough yet to demand radical reduction of the program of education.

We have become hysterical as well as panicky. We have lost our sane scale of values. We are not living up to our normal intelligence. In one moment we are crippling the public library and public schools and in the next admitting that we are going to spend so much for liquor that the liquor taxes alone will finance a material share of all state and national public expenditures. It doesn't make sense. In one moment we are slapping our chests and telling the world what a race of bold pioneer he-men we are and that we believe in the slogan "Women and children first," and in the next we are demanding that we throw the school children overboard in the storm, and throw much of education back upon mothers in homes too poor for private schools. I am not pessimistic, because I

(Concluded on Page 74)



LIBRARY GROUPS ARE ASSIGNED SUPPLEMENTARY REFERENCE WORK TO PROVIDE FOR SPECIAL ABILITIES OF INDIVIDUAL PUPILS, HEMPSTEAD, NEW YORK, HIGH SCHOOL

Providing for the Individual

Hempstead's Administrative Set-up

Raymond Maure, Principal

Since the *New Deal* there has been a persistent propaganda of contempt for individualism. To prepare us for the new social order we are continually apprised that individuality must be discredited. Yet education to be most effective must be a systematic procedure of individuation. Efficient teachers must provide individual instruction to meet the educational demands of pupils, and equality of educational opportunity must be considered in the light of the ability and needs of each pupil. Upon this tenet the administration of public schools must stand.

The aspirations of educators in these times has progressed beyond the dream of the pioneers in American education who were interested primarily in free public instruction. Today we desire for each pupil in our schools the opportunity to develop his life to the fullest according to his abilities so that upon being graduated he will have faith and confidence in himself as he faces life and his lifework. He is then on the road to success and happiness. It would seem that by placing more stress upon individual guidance, educators will aid in strengthening the citizenry of the country, for each pupil will be prepared to give his best as an individual to promote the well-being of the social order.

The American elementary schools, in preparation for their sharing of the burden in this program of individuation, have increasingly adopted the principle that there is little of value in failure. Consequently those educators who are alive to the issue have kept each child socially with his group and regardless of his scholastic attainments have promoted him finally to the secondary schools. Secondary-school principals in their effort to meet the demands of their pupils have increased the number of courses of study. The increased freedom

in choice, under proper guidance, from a wide variety of subject matter has aided in decreasing failure and in promoting interest among adolescents in secondary education. As a result, the American public has shown an increasing faith in the high school as a constructive agency in a democratic society.

Individual Most Important

Increasing the number of courses of study, though one step in the right direction, has not solved the problem of meeting the needs of the individual. Homogeneous grouping with properly selected groups may in some instances aid but will not be the complete solution. Ineffective previous training or lack of native ability cannot be overcome merely by the use of clever administrative devices. Differentiated courses of study combined with the individual-instruction plan may aid, but these necessitate especially trained teachers and supervision by guidance experts in order to determine who should be accelerated. It is our theory that to adjust a school to the needs of its pupils requires constant individual scheduling, numerous administrative devices, individual instruction when needed, counseling by administrator and instructors on the pupil's problems, and the whole-hearted realization by the members of the faculty that they can and must instill in each pupil the belief that he can do some things well. In the final analysis, although we move in new directions toward a more socialized school program, we must still work with the individual to accomplish the desired goal whatever it be.

The modern secondary school in a suburban community in which most of the residents commute to a large city for employment finds that approximately one tenth of its student body is unable to meet the required standards. Today in many schools these pupils are allowed to

fail, become discouraged, and leave. Our mortality in secondary schools is due largely to failure. If six or eight different curricula are offered which will lead toward graduation, the pupils will be divided into as many different groups, each of which will contain a proportion of these failing students. Adding courses of study divides the unfortunates but does not subtract from their number.

The solution of our problem cannot come through homogeneous grouping alone. Moyer, after an extensive study, states: "We find that the superior and medium pupils appear to do somewhat better in segregated than in mixed classes. The inferior pupils, however, do not appear to benefit by segregation so far as their score on standard tests is concerned."¹ Later studies by Dr. Paul Mort, of Teachers College, Columbia University, indicate slight gains; but finding enough pupils for grouping in any particular subject among the wide variety now offered is difficult. The group cannot and should not be forced into a definite curriculum, because we find great differences in special interests and abilities, in length of time pupils expect to remain in school, and in both their educational and their occupational expectations.

Caring for Lowest Ten Per Cent

In this system, knowing that we must expect to receive each year about one tenth who cannot profit if treated as a group, we plan to detect these pupils as early as possible and watch them constantly throughout the four years.

Numerous measures for providing for their individual differences are employed. Homogeneous grouping within the class sections is

¹Moyer, E. S., "A Study of the Effects of Classification by Intelligence Tests," National Society for the Study of Education, *Twenty-third Yearbook*, Part I, page 322.



A HOMOGENEOUS GROUP IN FRENCH II. THE GROUP HAS AN ENRICHED CURRICULUM BECAUSE IT IS VERY SPEEDY

sometimes used by instructors who cannot find sufficient numbers for organizing a separate homogeneous class. Special-help classes for pupils who deviate furthest from the norm in capacities or in needs are used extensively in this school, and aid those pupils who do not succeed with the regular schoolwork unless they are given additional help or motivation. Many of our instructors employ such means as projects, problems, and contracts to adjust assignments to the individual. These unit-assignment schemes are now common to all modern secondary schools. Another administrative device employed is variation in pupil load. It enables the principal to add additional subjects to the schedules of the bright students so that they do not become mentally lazy and to take subjects away from the slow students who are heavily burdened with the normal schedule. Finally there is employed a guidance service based on a scientific study of the problem cases of the school. These individualizing provisions necessarily cause the administration to change the procedures for marking and promoting these special pupils.

To comprehend our method of discovering and providing for these individuals, it is necessary to describe the routine employed.

When students first enter high school, they are given a standardized intelligence test. As soon as it is apparent that the student's work is below a satisfactory grade, the teaching staff is urged to report the failures to the administration. It is compulsory for teachers to report failures after six weeks when the standards of the student are unsatisfactory. Each of these pupils is then assigned to individual instruction or may be permitted to drop the subject if the schedule is too heavy. The pupils who make every effort and who with tutorial help cannot meet the standards of the group are again reported to the administration. Immediately a summary is made of the pupil's entire record, including his I.Q., his efforts, his response to tutoring, his record in other subjects; and when the data indicate it to be advisable, the instruc-

tor is permitted to place this pupil on an N.C. (non-certified) basis. The standards for this pupil in the particular subject are not so severe as those of the group, and he is allowed to receive credit for the course if he meets the lower requirement.

Details of the Plan

The reasons for permitting this pupil to continue with any subject in which he is doing unsatisfactory work are: (1) The parent may insist that the pupil be given a full year's trial; (2) the term may be too far advanced to per-

mit any drastic changes in his schedule; and (3) the values to be obtained by the pupil's continuing the course successfully at a lower standard are greater than the values which can be obtained by placing him in a new course in which he missed foundational essentials. The grade given to these individuals is always 75 N.C. If the course were French I, a 75 N.C. would not entitle a pupil to take French II. If he desired to take French II, it would be necessary for him to repeat and repeat until he met the standards of the groups. A 75 N.C. grade in French I would, however, count toward graduating from high school with a limited diploma.

One high school in Westchester County, New York, stars the names of certain pupils, and on the bottom of the commencement program makes the notation, "A school certificate is awarded to the pupils who have completed a partial course of not less than four years in the high school." This seems hardly fair — to graduate the pupil but stigmatize him as a failure to the public on the night the school is supposed to be honoring him and awarding him a diploma. Why not honor all pupils at graduation, but have the diploma indicate the quality of attainment? The pupil with a foreign-language deficiency would not necessarily be backward in science, shop, elementary business, music, and many other subjects, and he would not be permitted to be an N.C. pupil in all subjects but only in the ones that administrator, teacher, and parent believe to be to his best interest. The advisers of the pupil must always bear in mind that failure is likely to prove disastrous where one's best effort has been given and that in such cases self-confidence and self-respect, which are most essential to individual development, may suffer irreparably.

Counseling is the Solution

The key to the solution of the pupil's problem lies in proper counseling. This is effected only through the purposeful cooperation of both teachers and administration. The teacher who discovers that a pupil, after being given individual consideration, is not making suitable progress reports the case to the administration. The pupil is then encouraged to state his difficulties and, if the situation warrants such a

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A SPECIAL-HELP CLASS WHICH MEETS IN A CHEERFUL AND WELL-LIGHTED SECTION OF THE CAFETERIA

Unit Cost and Standardization of Elementary-School Supplies¹

Supt. Clyde H. O'Dell, Sand Springs, Oklahoma

The school-supplies problem is probably as old as the school itself. No board of education, superintendent, principal, or teacher is ever free from dealing with it. Undoubtedly the problem will exist as long as there are schools and children to teach. Until recent years, however, school authorities had given little attention to it. In our early educational history the curriculum was simple, consisting mainly of "readin', 'ritin', and 'rithmetic." A slate and pencil constituted about all of the materials that were used in the schools. Later a copy book and tablet paper were added to the list. At the present time the curriculum is very complex and, in some instances, elementary courses of study comprise as many as fifteen subjects, several of which require specialized types of supplies.

In the last decade and a half the question of supplies has been coming to the foreground in education. An earlier study made by the writer brought out the fact that, in leading educational and business magazines, the problem of supply standards was mentioned three times more frequently during the period from 1923 to 1928 than during the five years before 1923, and seven times more frequently from 1928 to 1933 than from 1923 to 1928.

Need of Study

Both research and opinion point toward the desirability of standardization of school supplies. Engelhardt and Engelhardt² point out that a classification of materials without standards is of little use, and feel that standards serve to eliminate duplication and waste. As an example of this point, data from the study herein reported may be cited. It was found that for teachers using the same course of study, teaching the same subjects to approximately the same number of pupils, and using the same textbooks and supplementary references, the number of items of supplies requested ranged from 20 to 115. This variation would seem to indicate that perhaps some teachers were teaching without necessary supplies while others were requesting supplies needlessly.

Other investigators in the same field discovered situations analogous to that described above. Taylor³ studied 16 cities ranging from 15,000 to 100,000 population and found that in their school systems average pupil cost for school supplies ranged from \$1.37 to \$4.34. Jackson⁴ states that supply costs in Nebraska ranged from \$1.77 to \$2.65 per pupil for schools with enrollments of 200 to 500 and Rich⁵ reported that standardization resulted in the substitution of one kind of pencil for 53, two kinds of pens for 7, and two types of penholders for 8.

The wide variation in number and kinds of supplies used is especially significant in view of the fact that in recent years school budgets for supplies have been increased. Increased educational service, the lengthening of the school term, increased school attendance, the provision of more adequate equipment, and the modern-

izing of school plants have all contributed their share toward making the supply item in the budget a large one. In spite of the importance of the problem, however, reliable standards for school supplies are not available.

The study here reported had for its purposes the determination of unit costs of supplies and the setting up of feasible standard lists of supplies for use in elementary-school systems of approximately 1,000 pupils.

Data were obtained from two school systems over a period of three years. The information was obtained from the school at Miami, Oklahoma, with 31 teachers and an average daily attendance of 1,081 pupils and Sand Springs, Oklahoma, with 37 teachers and an average daily attendance of 1,308 pupils.

The Procedure

A tabulation of supplies items taken from teachers' requisitions before standardization was attempted showed a total of 124 items. After standardization was determined a comparison of the number of items on the standard list with that of the unstandardized list shows a reduction from 124 items to 68 items.

To bring about standardization of the list of supplies the following plan was devised, which enabled every teacher to participate in the selection of the items comprising the standard lists. Committees were organized as follows:

1. Academic committees were organized of teachers of the same grades and subjects.
2. Special teachers of health, safety education, and art were assigned to their respective committees. Special-subject directors were chairmen of the committees.

Cumulative records of supplies used in the classroom projects were kept during the year by all teachers. These records determined the quantity of items. Samples of many supply items and six supply catalogs, were placed in each building for teachers and committees. This enabled the teachers and committees to become familiar with descriptions, specifications, costs, and quality. There was posted in each room a Graded Supply Record form which contained five columns headed as follows:

1. Supply Article.
2. Item Required.
3. Required. Do not have.
4. Need Occasionally.
5. Can do without.

It required only a moment's time for the teacher to record the supply item and check in the proper column information about the item. This eliminated chance estimate for item selection later.

Determination of Supply Division

It was found necessary to classify supplies into divisions for accurate allocation and pupil cost. Three divisions were determined. They are:

1. *Teacher's Desk Supplies.* This list comprises articles and the amount of each allotted to each teacher's desk for her use in the room.
2. *Room Supplies or General Supplies.* This list comprises the articles that are used by the teacher and pupil. Several individuals may use the article before it is finally consumed or destroyed.
3. *Arts and Crafts Supplies.* This list comprises a large number of articles. Allotted to this division are supplies used by the individual pupil.

Determining Quantity, Quality, and Pupil-Cost

After a proper division and allocation of articles was determined the next step was to determine the quantity, quality, and cost of each item per pupil.

Quantity. Quantity was determined from the information furnished from a "graded supplies record sheet." This record enabled the teacher to determine the quantity of each item used and needed. It showed gross lots as well as individual items, ranging from one yardstick per room to 190 pen points, 12 coping-saw blades, 5 reams of bogus paper, etc.

Supplies differ in quantity with different course objectives. In this study the following were found to be true relative to standardizing quantity:

1. Articles which are common to all classroom use, such as blackboard crayon, erasers, scissors, etc., can be standardized.

2. Articles such as construction paper, tinted paper, tonal paper, and drawing paper may vary in amount and variety according to the purposes for which they are to be used. In this study tints, colors, shades and normals are required because of the objectives set up in the arts and crafts curriculum.

3. Supplies selected for classroom use, such as teacher's desk supplies, may vary in quantity and quality but the pupil-cost will vary with enrollment and attendance. The cost of a blackboard pointer, grading pencil, or ruler is the same whether there are 25 pupils or 40 pupils in the room. However, the list of supplies in this division is so small that no appreciable difference would appear on pupil-cost.

Quality. Quality was determined on the basis of a combination of several factors, e.g., cost, weight, texture, nature of the material, and purpose or use which was to be made of the article. *There is no absolute rule for determining quality.* The following plan was used:

1. A distribution of cost units on each item showing the range from the highest to the lowest was made.
2. Articles were selected for tryout purposes whose unit cost ranged from the median to the upper limit of the upper quartile.
3. The articles tried out were tested for quality in fulfilling the purpose for which they were to be used. Sometimes weight, texture, and utility or service were tested.

The following illustrations will make clear how these techniques were applied.

Blackboard chalk. The distribution of price units on blackboard chalk from six different catalogs or reliable companies ranged from \$6.50 to \$13 a case. The median price was \$10.15 a case. After trying out samples of different crayon it was found that samples whose unit cost ranked below the median did not give as good service as was desired. It was decided, therefore, that no brand of crayon would appear on the list whose unit cost ranged below the median \$10.15. It was found that chalk ranging in price from the median \$10.15, to the upper quartile, \$13, were about equal in quality, texture, hardness, writing quality, freedom from grit, and similar in blackboard appearance. It was found that the \$10.15 brand was equal in service to brands of \$1 to \$1.50 higher in price. Therefore, price is a factor to be considered but not always an absolute criterion for the selection of quality.

Newsprint. It was found that 20-pound

¹Based on O'Dell, Clyde H., *Unit Cost and Standardization of Elementary School Supplies*. Unpublished Doctor's Field Study, No. 1, Colorado State Teachers College, Greeley, Colorado, 1933.

²Engelhardt, N. L., and Engelhardt, F., *Public-School Business Administration*. Chapters 27 and 28, pp. 643 to 718. Bureau of Publications, Teachers College, Columbia University, New York, 1927.

³Taylor, R. B., *Principles of School Supply Management*, p. 1. Bureau of Publications, Teachers College, Columbia University, New York, 1926.

⁴Jackson, W. C., "A Plan for Distributing Instructional Supplies in Small Schools," *American School Board Journal*, Vol. 83, p. 33 (July, 1931).

⁵Rich, L. H., "The Purchase and Distributing of Equipment and Supplies," *American School Board Journal*, Vol. 75, pp. 37-48 (August, 1927).

newsprint would serve for mimeograph and hektograph work in the elementary schools. Twenty-pound newsprint, 9 by 12 in., cost 22 cents a ream. Mimeographed paper, 16-pound, 9 by 12 in., cost 32 cents a ream. Newsprint could be purchased at one-third less cost than mimeograph paper.

Specifications Important

It was also found that the nature of a supply item is to be considered in determining quality. The nature of an item determines largely its service or utility value. If it has broad use or utility, it is important as a standard item. The newsprint is an illustration. All "ready-made or outline" types of supplies were eliminated from standard lists. These items included such articles as bird posters, flower posters, outlines of objects, etc. Articles of raw-material nature have more educational-service value because they are to be transformed by human experience into some finished product. This provides opportunity for pupil-teacher initiative, constructive activities, and objective procedures.

The next important step in determining quality as well as facilitating efficient purchasing is absolutely accurate specifications on all items to be purchased. The following examples illustrate complete and incomplete specifications, both of which affect quality very directly:

Incomplete Specifications			
Number Needed	Article and Specifications	Unit	Price
1	Yardstick, hardwood, graduated to eighths and inches on one side	About	\$0.10
Complete Specifications			
Number Needed	Article	Specifications	Unit Price
1	Yardstick	Select Rock Maple, 1½ inches wide, with double scale divided into eighths and running opposite directions. Opposite side graduated into ½, ¼, and ⅛ yard. Brass tip and brass eyelets. Varnished, weight per dozen, 4½ pounds.	\$0.25

From the foregoing outline it can readily be seen that specifications must be complete, and in the latter case quality is indicated by the specifications given.

It is not possible in a short space of time for any school system to test or sample every article that appears on a supply list before purchasing. It takes several years to accumulate a good sample list with detailed descriptive report on each item tried out. In the standard lists selected no item was chosen whose cost unit ranged below the median. So far as price is a factor, this assured us of better than average quality. The system is now planned so that *continuous sampling and cataloging is in progress*. Eventually each item will be cataloged and complete information as to its service, exact description, quality, cost, etc., will be available in the files. *Through constant revision standardization will improve*.

Pupil-Cost

In determining pupil-cost it was found that quality and cost are fairly closely related. It has been pointed out that quality cannot be determined solely on cost. After the quantity and quality of each item had been determined it was necessary to determine the pupil-cost of each article. This was done on the basis of the ratio of unit-quantity and unit-cost to the proportion of pupils assigned to a room. This was done by the allotment of articles per room and the cost prorated on a pupil enrollment basis. It was evident that some pupil allotment per room had to be made. Forty pupils were allotted to each room where proration was necessary. Computations on this basis was made for teachers' desk supplies and room supplies. Correction to an average daily attendance was made later.

An illustration will make clear the room-allotment plan. For grade one it was found that 2 gross of blackboard chalk would be needed. The chalk at 40 cents a gross cost 80 cents. This sum divided by 40 pupils would be 2 cents a pupil based on enrollment. Another illustration will make clear allotment of supplies on the basis of unit quantity. In the first grade it was found that 1/20 of a ream of bogus paper was necessary for each pupil. Since bogus paper is purchased in reams and the cost of 9 by 12 in. bogus paper is 48 cents a ream, 1/20 of 48 would be \$0.024 which is the cost per pupil for this item. The cost of each item on the lists was determined likewise.

Elimination Through Standardization

A list of items was tabulated before and after standardization. There were 124 items before standardization and 68 items on the list after standardization. Forty-five per cent of the items

<i>Grade</i>	<i>Enrollment</i>	<i>Pupil-Cost</i>	<i>Per Cent of</i>	<i>Amount of</i>	<i>Average Daily</i>	
			<i>Correction</i>	<i>Correction</i>	<i>Attendance</i>	
					<i>Pupil-Cost</i>	
First	\$1.129	12	\$0.135	\$0.994		
Second	1.027	10	0.103	0.997		
Third	1.261	9	0.113	1.148		
Fourth	1.437	8	0.115	1.322		
Fifth	1.544	7	0.108	1.436		
Sixth	1.544	7	0.108	1.436		
Average for all grades					\$1.222	
Furnished by pupils.....	\$0.14	\$0.41	\$0.64	\$0.74	\$0.74	\$0.568
Furnished by school.....	0.994	0.997	1.148	1.322	1.436	1.222
Total	1.134	1.407	1.788	2.062	2.176	1.79

were eliminated through standardization. It was not the intention to reduce the number of items pupils were to receive unless some articles were found unnecessary. After standards for quantity were determined it was found that some teachers were not using the quantities set up. In these cases teachers were encouraged to increase the use of supplies.

In cases of superior teachers, they could receive additional supplies by requesting an additional amount. This plan did not jeopardize the work of such teachers.

Many articles were eliminated from the unstandard list due to the fact that such items as alphabet cards, animal outlines, bird posters, sewing cards, flower sets, mineral strips, toy animals, etc., or the so-called "ready-made" articles, are not of raw material or unfinished nature. These items were requested by only a few teachers who later said they would rather have a greater quantity of other items, such as oak tag, manila paper, bogus, and poster paper.

List of supplies which pupils furnish were also studied. After careful study it was found that most of the items that pupils furnished could be furnished by the school at a saving of more than 50 per cent. The average cost of supplies furnished by pupils was \$1.15 per year before standardization was developed and after standards were developed the average cost per child was 57 cents.

An average of thirteen items was furnished by pupils on the unstandardized list and only six items per pupil on the standard list—a reduction of more than 50 per cent. Such items as crayons, art gum, lead pencils, paints, pencil tablets and drawing pencils were left for the pupils to buy.

Articles appearing on the standard list in the divisions are as follows:

Teachers' Desk Supplies: Art gum, blackboard pointer, paper clips, grading pencil, lead pencil, notebook, paper fasteners, rubber bands, ruler, transparent tape, thumb tacks, and a yardstick.

General Room Supplies: Blackboard chalk, colored chalk, clock dial, blackboard erasers, U. S. Flag, football, hektograph refill, hektograph ink, ink powder, gummed labels, kraft paper, penholders, pen points, pencil sharpeners,

beginners' pencils, drawing pencils, pencil-sharpener cutters, push pens, victrola needles, playground ball, playground bat, rulers, sand, scissors, gummed stars, paper, toy money, volley ball, and volley-ball net.

Arts-and-Crafts Supplies: Charcoal sticks, cheesecloth, clay flour, plastic clay, coping saw, coping-saw blades, muslin, needles, botkins, long-eye needles, tempera paints, bogus paper 9 by 12 and 12 by 18 in., charcoal paper, clip-board, assorted construction paper, 9 by 12 in. and 12 by 18 in., manila paper, 9 by 12 in., ¼-in. manila paper squares, newsprint, 9 by 12, 12 by 18, and 18 by 24 in., oak tag 12 by 18 and 24 by 36 in., tinted paper, tonal paper 12 by 18 in., paste powder, library paste, natural raffia, sandpaper, shellac, stain, and turpentine.

After the lists and the quantity of each item on the lists were determined on a pupil-allotment basis, pupil-cost was computed on an en-

rollment basis and later corrected to average daily attendance.

The following table shows the cost per pupil based on enrollment corrected to average daily attendance:

After the pupil-cost of supplies furnished was corrected to average daily attendance the next step was to determine the total actual pupil-cost of all supplies used by the pupil which includes the supplies furnished by the pupil and the school. The following table shows this data.

The cost of \$1.79 per pupil for supplies compares favorably with other studies made in this field. Taylor⁶ shows an average pupil-cost of \$2.10 for cities ranging from 15,000 to 100,000 population. The median for these cities is \$1.82. Jones⁷ shows an average pupil-cost of \$1.80 for cities whose average daily attendance ranged from 700 to 1,500.

Standard achievement tests were given to all elementary classes in a number of subjects to determine whether or not pupils made satisfactory progress during the year in which the standardization program was in effect. Since there were no control groups, the comparisons made were with reference to the norms. The Los Angeles Primary Reading Test was given in grades one and two and the Monroe Silent Reading Test in grades three to six. The Torgerson Spelling Test was given in grades two to six. The Torgerson Arithmetic Reasoning Test and the Torgerson Language Usage Test were given in grades three to six. The April norms were interpolated norms. Gains were recorded in 20 out of 23 testings. Small losses were recorded in three instances. A loss of 1.0 was noted in the Torgerson Spelling Test and a loss of 3 points by the sixth grade on Torgerson Arithmetic Reasoning Test.

Conclusions

Supply lists can best be determined by using some system of evaluating or rating each item at the time it is actually used. The factors of cost, quality, quantity, weight, utility, and de-

⁶Taylor, R. B., *Principles of Supply Management*, p. 46.

⁷Jones, L. F., *Cost and Allotment for School Supplies*, p. 9, Table 11. Unpublished Master of Philosophy Thesis, University of Wisconsin, Madison, 1928.

Appointment of Teachers in Cities in 1914 and 1934

Theodore L. Reller, University of Pennsylvania

Many attempts to place the appointment of teachers on a strictly professional and merit basis are found in the history of city school administration in the United States. Almost every city has had unfortunate experiences in this matter. Even after it was recognized that the superintendent should be given large powers and then held responsible for results, many boards of education, or members of such boards, failed to give up their direct authority over the appointment of teachers. It has well been said that "in the whole range of public-school work there is nothing to which the average school commissioner, trustee, or member of a board of education takes more kindly than to the appointment of teachers. There is no power of which he is more jealous. There is none with which he would less willingly part."¹ Today there is reason for making an addition to this statement. Namely, that there is no power which many members of such boards, particularly in smaller cities and towns, wish more to regain.

Examples of the desire of members of boards of education to directly participate in the appointment of teachers are plentiful. In 1867, the superintendent of schools in Memphis, stated that while he had previously been in the habit of telling applicants that the one who had exhibited the best qualifications would no doubt be appointed, he now told them "that first they must pass the examination and then if they were influential with the members of the board, or had friends to intercede for them, they would no doubt be elected."²

Some Early Practices

The board of education in San Francisco had control of the appointment of teachers for many years. Annually from 1850 to 1870, at the end of each year, all positions were declared vacant and a "new deal" was made. The superintendent in pointing out that directors seem to lose sight of the fact that they are elected to serve the school and not "to serve their friends—and themselves," mentioned that they were not altogether to blame since

the pressure for place and the importuning of friends are almost irresistible. The pleas of poverty, orphanage, religious and social ties, relationship, political services—past or to come—are showered upon the directors. Promises of patronage in business by the friends of the applicant, of undying love, adoration and devotion, are made.

The applicants who understand the business, and they are frequently incompetent in all that goes to make up a good teacher, will set to work systematically to capture the board of education, and if the field of acquaintance is sufficiently large, will generally succeed. The directors will be besieged by the clergymen and deacons of their churches, by letters from the governor and members of Congress, by editors of newspapers and business patrons, by state, central and county committees, by members of the legislature, by presidents, secretaries and members of ward clubs, by assessors, tax collectors, county clerks and supervisors, by firemen, policemen and street contractors, by capitalists, bankers, and judges, and last, but not least, the wife will demand, as a reward for the sacrifices she is compelled to make for the public good, by being deprived of the society of her spouse, that Miss ——— be appointed teacher.

Resistance is useless. The directors must yield, the interests of the school must be neglected, and the children must suffer, to provide a living for some unfortunate and perhaps incompetent person.³

A few years later, a Grand Jury in San Francisco, having made an investigation, pointed out that

the custom (which) has grown up, of allowing each Director to name a proportion of the new teachers, is a vicious one, based on the demoralizing principle that such positions are patronage to be distributed. It is a wonder that there are so many competent teachers in the School Department when we consider that influence or favoritism, and not superior merit has gained so many their places. The present method of appointment is vicious also from the temptation that it offers for the absolute sale of positions—a temptation that, it is feared, is not always resisted.⁴

In writing of approximately the same period in San Francisco, John Swett, stated that the patronage of appointing teachers had been mathematically divided among the board members, each director in alphabetical order being allowed to appoint a teacher when his turn came around. The worst of such a plan was that the members themselves were not free agents in making appointments, but were compelled to yield to the demand of partisan "bosses" or political leaders, or ward politicians. . . . At another period . . . there were several political "school brokers" who engaged to secure appointments for the sum of \$300 each. The "school brokers" pocketed the money and secured appointments by political or personal pull.⁵

A Boston Member's Opinion

Boston, much heralded for leadership in city school administration, had a similarly unfortunate method of appointing teachers according to the report of a school committee man of that city. In writing of the appointment of teachers in 1897 he stated:

Actual merit is one of the last things thought of, if it is ever thought of at all. . . . The Superintendent and his supervisors are mere figureheads. Even an opinion is rarely asked of them in such matters as this. Transfers are made without their knowledge. . . . The Board at one time ordered a preferred list of submasters eligible for promotion to be made by the supervising body, but the very first time there was a vacancy it was found that the man with a "pull" was not on the list, and the list was therefore ignored. Subsequently, it was found to have been ignored so much that the board gravely voted it out of existence. "Pull" and expediency stand for merit now. . . . The advice of the superintendent, if it is given, has no weight. . . . It is not even thought of, I feel sure, when the board proceeds to the business of making the changes.⁶

Baltimore rather early made an attempt to select teachers on the basis of merit as determined by an examination. There the superintendent administered examinations twice a year and a special one whenever a member of the board proposed that some individual be examined. The number of special examinations which were "a kind of invidious discrimination"⁷ were increased or decreased depending upon the membership of the board of commissioners. At a later time, special examinations constituted too much of a hindrance to the wishes of the individual members of the board who cooperated in caring for each other's favorites and consequently "suspending the rules of the board and declaring by vote that a certain person's name is placed upon the list of eligibles"⁸ became the practice.

²San Francisco Annual Report, Superintendent of Schools, 1880, pp. 422-423.

⁴Ibid., pp. 180-181, 1892.

⁵Swett, J., *Public Education in California: Its Origin and Development with Personal Reminiscences of Half a Century*, p. 247.

⁶Wetmore, S. A., "Boston School Administration," *Educational Review*, Vol. 14, Sept., 1897, p. 113.

⁷Baltimore, Annual Report, Board of School Commissioners, 1879, p. 33.

A Warning for Today

These illustrations should serve as a warning against recognizing the many pressures that are felt by board-of-education members and superintendents during a time such as the present when the number of unemployed teachers is large. The large number of unemployed teachers may enable the superintendent to improve the personnel of the school markedly for he has much more material from which to choose than is ordinarily the case. On the other hand, if local pressures for appointment, dismissal because of nonresidence, or other reasons which are unrelated to efficiency, are to be tolerated, it means a significant decline in the quality of the teaching staff. The schools are confronted again with dangers equal to and exceeding those of the past in many sections of the nation. Before yielding to the influences for deterioration, school directors should decide whether or not they will accept the dictates of those who say that "the interests of the school must be neglected, and the children must suffer, to provide a living for some unfortunate and perhaps incompetent person."

The pressures which are inevitable during an economic crisis make it more difficult to maintain satisfactory methods of appointing teachers than during times when economic conditions are more favorable. When conditions are unfavorable, any method will be thoroughly tested and severely strained. In considering this problem Dr. Frank W. Ballou pointed out 20 years ago that "our democratic control of education by means of a lay board established by the composite will of the community is continually fraught with the danger that an indifferent or misinformed or misguided community may allow the control of education to pass temporarily into the hands of petty politicians, self seekers, or others whose chief interest is not the proper education of children." He noted that:

The plan of appointing teachers should be one which will, as far as possible, minimize such dangers. It should be one which is most likely to work under unfavorable conditions, one which is not dependent upon ideal conditions which are seldom found.

To work reasonably well under all conditions, the plan for the appointment of teachers must recognize the proper functions of each participating agency. The functions of each participant must be clearly defined, so that the responsibility of each is fixed, and hence accountability can be insisted on. There should be no opportunity for misunderstanding of duty or for evasion of responsibility or accountability.⁹

Superintendent Ballou's Recommendations

Following a detailed study of the practice of 70 cities in the appointment of teachers, Dr. Ballou outlines a plan which incorporated the best practices found. As a guide to putting the plan in operation he made the following recommendations:

1. When a regular teacher is to be appointed to fill a vacancy in the teaching force or to occupy a new position, such teacher should be appointed by the city superintendent of schools, subject to confirmation or rejection by the board of education.
2. The authority of the superintendent to make such appointments should be defined by law, and not left to the discretion of the board.
3. The board should be enjoined by law from participating in the appointment of teachers in any

⁹Ibid., 1895, pp. 43-44.

⁹Ballou, F. W., *The Appointment of Teachers in Cities*, Harvard University Press, 1915, pp. 185-186.

¹Hendrix, J. C., "The Best Methods of Appointing Public School Teachers," *Educational Review*, Vol. 14, March, 1892, p. 260.

²Memphis Annual Report, Board of Visitors, 1866-67, p. xxi.

way except to confirm or reject the appointments made by the superintendent. The board should have the unquestioned right to obtain full information from the superintendent concerning the qualifications of those whom he appoints.

4. An appointment made by the superintendent should go directly to the board for confirmation, and not pass through the hands of a standing committee.

5. The board should state in its rules the fact that it holds the superintendent responsible for the character of the appointments which he makes.

6. The appointment should always be made from among the first three names on the appropriate eligible list.

7. The superintendent should be required by the rules of the board to consult the principal of the school before making an appointment, or the director of a special department when the teacher is to give instruction in a special subject.¹⁰

While a consideration of these recommendations would be interesting, it is sufficient for our present purposes if the reader has them in mind in order to consider and appraise in part the change in practice which occurred in the years 1914 to 1934.

After Twenty Years

In order to ascertain the changes which have occurred since 1914, a letter was addressed to the superintendent in each of the 70 cities included in the study made by Dr. Ballou. This letter requested the superintendent to indicate the method of appointing teachers which is followed in the city under his superintendence and if available to inclose a copy of the rules and regulations. Replies were received from 67 cities and rules and regulations from about one third of them. It will be noted, therefore, that the results presented here are not as completely based upon an analysis of rules and regulations as were the findings of Dr. Ballou. In two thirds of the cases, the returns were an expression of the superintendent concerning his responsibilities.

The different methods of appointing teachers are grouped into three large classes for purposes of comparison. The classification is based upon the apparent extent of the superintendent's official participation in the procedure of making appointments. In Class C the superintendent does not participate in the appointment of teachers. In Class B, the superintendent takes the initial step in making the appointments by nominating or recommending candidates. In Class A, the superintendent makes the appointments, subject to varying degrees of supervision by the board and one of its committees.¹¹

In Table I, it will be noted that the five cities which in 1914 did not permit the superintendent to participate in making appointments have joined a more desirable class.

TABLE I. Superintendents' Responsibility in Making Appointments¹²

Class of City	1914	1934
Class C	5	0
Class B	56	37
Class A	9	27
Total	70	64

The superintendent of Nashville reports that he makes recommendations while the board makes the appointments. This indicates an improvement over the situation found as late as 1931 when it was reported:

The situation in Nashville schools with respect to personnel management is to be deplored. The Board of Education through its committee in instruction . . . selects teachers and other employees, assigns and transfers them, with or without advice from its executive officer. Applicants for positions seem to think it necessary for them and their friends to "see" members of the Board. The ques-

tion appears to be not, Am I qualified for the position?, but Who is my "friend"?¹³

The shift of cities from the Class B to the Class A type is also a very significant one. Progress appears to have been made during these years. While Dr. Ballou included 70 cities in 1914 only 64 of them are reported in 1934. This is due to receiving only 67 returns, 3 of which did not lend themselves to classification according to this table. They are Buffalo and Scranton where appointments are "automatic" from eligible lists, and St. Paul, where the superintendent makes the recommendations and the commissioner of education makes the appointments.

Significant Changes

Further understanding of the changes which have occurred since 1914 is secured through a consideration of the participation of the various agencies which engage in the appointive process. With this in view, Table II is con-

TABLE II. Board-of-Education Participation in the Appointment of Teachers

	1914	1934
The Board appoints on the recommendation of others	53	27
The Board approves the appointments made by others	14	37
The Board, exclusive of others, appoints ..	1	0
The Board does not participate	2	3
Total	70	67

cerned with board-of-education participation in the appointment of teachers. It will be observed that there has been a significant shift from board-of-education appointments to confirmation or approval by the board of education. In connection with appointment by the board of education exclusive of other agencies, Chicago presents an interesting situation in that the board of education may by a two-thirds vote proceed without regard to the recommendations of the superintendent. Boston is of interest also in that the rules of the school committee make it a responsibility of the superintendent to appoint teachers subject to the approval of the committee, while the law says that the superintendent "shall recommend" and the committee make the appointment. While the committee follows the rules rather than the statute by a vote of four to one the rules can be suspended and the statutory provision thereby take effect. The three cities in which the board does not participate include the two in which appointment is "automatic" and the one in which there is no board of education but a commissioner of education.

Committee Action Eliminated

The committee system of doing board-of-education business has long been regarded as undesirable. Committees have had no statutory base but have been creations of the board of education. One committee frequently found in the past has been the committee on teachers. This committee at times has had considerable responsibility in some cities. Referring to Table III, it will be noted that in 1914 in seven cities, the committee appointed teachers subject to the approval of the board. Since appointments were generally approved, the committee had virtually complete authority over the appointment of teachers. Today, appointment is made by the committee on instruction in only one city, in which city the committee on instruction is composed of all the members of the board. Furthermore, in this city, recommendations must come from the superintendent.

In the case of 1 of the 20 cities in which the committee approves the nominations of the superintendent, the committee is composed of all

TABLE III. Committee Participation in the Appointment of Teachers

	1914	1934
The Committee appoints subject to the approval of the board	7	1
The Committee originally nominates candidates	3	0
The Committee approves nominations of the superintendent	43	20
The Committee does not participate	17	46
Total	70	67

members of the board. Thus there are only 19 cities today which actually have a committee on teachers compared with 43 in 1914. This surely represents a change in methods of appointing teachers which should serve to secure more efficient teachers.

The superintendent as the chief executive officer and the professional expert employed by the board of education should have a large part in the performance of a function such as the appointment of teachers. In 1914, 5 of the 70 cities studied by Dr. Ballou did not permit the superintendent to participate in any way in this

TABLE IV. Superintendents' Participation in the Appointment of Teachers

	1914	1934
The Superintendent appoints subject only to veto	2	4
The Superintendent appoints subject to approval	7	24
The Superintendent nominates	56	37
The Superintendent does not participate ..	5	2
Total	70	67

important work. In these five cities appointments were handled exclusively by the board and its committees. The two cities in which the superintendent is not involved today are those in which appointments are "automatic," from eligible lists. Further gains for the superintendent, for professional administration of personnel, and for increased efficiency in selection of teachers are to be found in the shift of the responsibility of the superintendent from recommending to appointing.

Following Dr. Ballou's form, the following summary indicates "in how many cities each agency officially (a) does not participate in making appointments, (b) originates the appointments, (c) approves the nominations or appointments of others, and (d) makes the appointments."

	1914	1934
a) Does not participate		
Board	2	3
Committee	17	46
Superintendent	5	2
b) Originates the appointments		
Board	1	0
Committee	4	0
Superintendent	65	65
c) Approves the nominations or appointments of others		
Board	14	37
Committee	46	20
Superintendent	0	0
d) Makes the appointments		
Board	54	37
Committee	7	1
Superintendent	9	28
Commissioner of Education	0	1

The Changes in Brief

The following conclusions may be drawn from the data obtained in this study of changes in the method of appointing teachers in 67 cities which have occurred in an interval of 20 years.

1. The board is the agency which did and continues to participate in nearly all appointments; the board rarely originated appointments and now in no instance; the board approved the nominations or appointments of others in less than one fourth of the cities and now in more than one half of them; the board made the appointments in approximately three fourths of the cities and now only in a few more than half of them.

(Concluded on Page 75)

¹⁰*Ibid.*, pp. 183-184.

¹¹*Ibid.*, p. 17.

¹²Figures for 1914 in this and all subsequent tables taken from Dr. Ballou's study.

¹³*Public Schools of Nashville, Tenn. A Survey Report, 1931, p. 336. Division of Surveys and Field Studies, George Peabody College for Teachers, Nashville, Tenn.*

Implications of *Progressive Education* for School Plant and Equipment

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Joseph Conrad once pointed out the fact that the novelist has practically no new words available, but must content himself with old words "worn thin by constant use." It is only by combining these words in new ways as a result of new insight that valuable new novels are made.

Those who manage our schools are faced with a somewhat similar problem. The essential elements of the one-room school of 1834 or the cosmopolitan high school, 1934, are *pupils, teachers and other employees, school plant, and supplies*. Three types of activity are found in schools, old and new, large and small — *teaching, aids to teaching by supervisors or others, and auxiliary activities*, such as those of heating the building or hauling children to school. By combining and recombining these few elements under the play of the three activities new goals in education are sought.

Alert school executives are always working on this problem in their schools with results more or less useful and unique to their own schools. Occasionally, the resulting solutions are of such significance as to be widely tried by other school systems, and then finally to assume the importance of a movement. Herbartianism, junior high schools, and ability grouping are cases in point. Whatever may be the attitude of school administrators toward the actions and views of some people standing at the left end of the left wing of the self-styled Progressive Education Association, there will be few to deny the existence or the importance of the movement for progressive education. It is doubtlessly true that excellent teachers have at various times for many years followed progressive educational practices, but the scope and power of the present concerted movement gives it especial significance.

Because of the important part which buildings, apparatus, and supplies must play in any modern plan of education, it seems worth while for those who are interested in the administration of schools to direct our attention toward the implications of progressive education for school plant and equipment. Accordingly, I have gathered from the literature and from conferences with some of the leaders in the movement material for the following discussion. While by no means exhaustive, I believe that the more significant points are included and the more significant implications indicated.

The Plant of the Progressive School

1. Progressive education accepts the concept of mind as changing, growing and developing rather than merely acquiring information. Hence the progressive school aims at consciously building or creating minds, rather than merely imparting information. The plant of the progressive school should, therefore, be designed as a place for living, working, playing, and resting, rather than for listening and looking. In such plants there is little reason to follow the church and theater system of fixed seats oriented toward a speaker or stage. Worktables and chairs, bookcases and shelves for materials, take the place of rows of fixed seats and desks in the plant of the new school. Standards of lighting and acoustics are affected by this idea. If children are not to sit with faces in one direction the "light from the left side only" fetish is much weakened. Probably the school architect of the future will take several leaves from the books of the home and shop architects. Drop lights, desk lamps, wall brackets or, perhaps, even

bridge lamps, may be in place for a schoolroom designed for all-round development. Objection may be made that such equipment is too delicate to stand schoolroom wear. Proponents of the idea retort that habits of regard for property and its use cannot be taught properly in a room which is supposed to be indestructible, and which thereby invites rowdiness.

The exponents of progressive education insist that children can be taught to live more effectively in an environment which resembles passably at least the environment in which people actually live. Very few people live in rooms with rows of seats 18 inches apart and 36 inches from the side of the room.

The acoustics of the new schoolroom cannot be based upon the idea of a teacher speaking from a somewhat fixed spot near the front and the children remaining relatively quiet both physically and orally. When teacher and pupils move freely about the room, and when two or three group conferences may take place at once in the room, soundproof floors and echoproof walls and ceiling are greatly needed.

Good work is conditioned not only by the existence of good tools but by their availability. The new school has scant use for the "study hall." The believer in progressive education questions the effectiveness of work done by a multitude of students on a variety of subjects, when each student is located in a fixed seat at a small desk. He would suggest that the pupil who is supposed to be studying science, for example, can work better in a laboratory where references, laboratory materials, and study table are all at hand to be used as needed. Social science, likewise, can become more real in a social-study workroom with atlas, globe, charts, exhibit cases, and reference books at hand to be consulted freely and at moments when needed. Pictures, prints, and charts appropriate to the work for which the room is designed add "atmosphere." Not only a chart of atomic weights but other appropriate charts as well as pictures showing great events in the history of science belong on the walls of the science workroom. Samples of alphabets, of various languages, and literary maps are examples of material for walls of an English room.

The Equipment for a Progressive School

2. Progressive education insists that the problems upon which children work should be real ones. The student is then motivated by a desire to arrive at a real and workable solution rather than by a wish to match some solution found in a book or set by a teacher. The formal performance of a fixed set of laboratory experiments, or the same set of problems from a text, does not fit well with this concept. A variety of laboratory experiments, planned and executed by individual students or small groups, to test or demonstrate things in which they are really interested meets this need better than a series of uniform and often essentially useless problems in a manual. Some of the brighter students foresee the results of the experiment before they start; the less academic ones may need to perform several experiments, or may have to be aided before they see the point of the problem, or can generalize from it.

It is evident that for this kind of work, the laboratories should be provided with a wide variety of equipment, rather than with numerous sets of the same equipment. Instead of furnishing every member of the class with facili-

ties for performing one experiment, opportunity must be provided for a rich variety.

This concept also strikes something of a blow at our long campaign for uniform textbooks. Progressive schools are not concerned in most cases, with the uniformity of texts but rather with a variety of books by different authors so that students may have practice in collecting and comparing materials and in forming judgments. This again will not mean a smaller number of books but a wider variety of titles. It is difficult to secure a real problem situation when all pupils have read the same thing and where remarks by the pupil either to the class or to the teacher can be checked by other students only against the single text.

Since progressive education believes strongly in the unity of the educational process, including experiences both at home and at school, it is quite legitimate to bring problems from the home to the school and to take problems from one class to another. For example, the school shop may be a place where model mountains are made for the geography class, and the physics laboratory may be called upon to furnish air pumps and bell jars to illustrate the vacuum effects of tornados in connection with a study of disasters in a social-science group.

Pupil Activities in a Progressive School

3. Progressive educators believe that good social outlook is more likely to result from practice in social living, day by day, than by teaching facts or theories about adult social outlook. This means that our schoolrooms should provide much more opportunity for group work and for committee enterprises. To be most effective, a workroom in a progressive school should have in connection with it two or three small committee rooms each containing a table and perhaps a half dozen chairs, to which groups of students can go for planning and discussion of committee reports. These rooms, in order to be most effective, should be reasonably soundproof, probably with glass doors and perhaps windows to furnish light as well as to simplify control of the whole unit by the teacher. In the same way the home-economic suite with its model home contributes to practice in group living.

4. Progressive education is often more concerned with the processes of an activity than with precise results. In this connection the physics laboratory, for example, would seem to contribute more by an experiment in building a telephone after the manner of Alexander Graham Bell than by merely assembling the pieces of the modern telephone. In following through Bell's procedure they would be able to see and to cope with the problems he met and to understand the ways in which science meets problems. Assembling a modern telephone gives less of this but more of training in repairwork or so-called telephone "trouble shooting." The latter type of training is, no doubt, very desirable for a shop course but progressive educational leaders would frown upon it as a way of teaching scientific method.

5. Individual differences are given particular attention in the programs of the progressive school. This means not merely the development of an individual but the development of a proper social attitude and group consciousness in each individual. This idea is partly carried out in the previously mentioned attention to real problems. The implications clearly call for much less class and recitation work and much more individual teaching. The workroom of the progressive school has less need for extensive blackboard space and much more need for display cases, shelves, and bulletin boards where clippings, current events, illustrative materials,

notices, and display material for group reports in various fields may be posted.

In an integrated course in social science and art it has been found that some students show their mastery of the material by drawing cartoons appropriate to a given period, others by modeling with clay or plaster. These products, of course, cannot be well expressed through chalk work on blackboards, nor can they be put up for appraisal and criticism without facilities provided in the room.

Rest and Recreation in a Progressive School

6. Progressive education requires as a part of the concept of life situations that opportunities for rest, recreation, and esthetic experience be provided in the classrooms. For the lower grades at least, this means less emphasis on separate playrooms and more on play facilities in the regular rooms. Pictures, hangings, and other esthetic features, as well as the color scheme of the room, should be worked out so as to provide constant presence of esthetic values. Particularly in the lower grades, the similarity to home conditions calls for convenient facilities for handwashing and for serving of mid-morning or other luncheons. This work means that the tables should be of such material as to permit easy cleaning from the inevitable spilling of foods. It also makes desirable, provision of some form of tea cart on which bottles of milk or orange juice may be moved conveniently. This equipment should be of simple and sturdy construction so that the children may assist freely in using it, thereby profiting by responsibility for, as well as service of the equipment.

Features of a Progressive School

It is evident that the plant and equipment

needs of the progressive school are so unique that its program is definitely handicapped when operated in a conventional building. By way of summary the following list of features is appended:

Gross structure. No particular differences, though flexibility is emphasized and orientation is somewhat less important. The auditorium for community needs will, of course, be unchanged. In fact, the auditorium for school use need not be materially changed, since looking and listening are the features of an auditorium audience anywhere.

Rooms. Specialized workrooms fit the program better than study halls and class or recitation rooms. Small committee rooms and teacher consultation rooms adjacent to workrooms are very desirable. General homelike appearance is a requisite to experience in natural and complete living.

Seating. Tables and chairs substituted for fixed seats and desks.

Lighting. Natural light not necessarily from one side, and artificial light provided for worktables and committee or group conferences.

Acoustics. Protection of floors and walls so as to prevent disturbing noises from general activity in a room, rather than to facilitate carrying of teacher's voice from the front.

Instructional apparatus. A wide range of equipment in laboratories and shops instead of many duplicate sets of apparatus. A variety of reference books to replace uniform texts.

Exhibit and storage facilities. Much shelving, bulletin space, and many cabinets needed. Pictures and hangings. Free use of pictures and hangings needed, not only to emphasize homelike conditions, but to lend atmosphere to workrooms.

- b) Is the top dull to prevent reflection of light?
- c) Is the color restful to the eye?
- d) Is the underside filled or made smooth?
- e) Is the desk top adjustable to two different angles, one for reading and one for writing?
- f) Can the lid be raised and lowered noiselessly?
- g) Are the edges and corners rounded?
- h) Is the surface adequate to provide for work without crowding?
- i) Is the lever effect reduced to a minimum?
- j) Is the front edge of the desk extending 1½ in. to 2 in. over the edge of the seat?
- k) Does the lid cover the book box?
- l) Is the lid attached to the frame and also to the back of the seat?

B. The Back Support.

1. Are all projected edges smooth?
2. Is the back of the seat solid?
3. Is the back rest tipped slightly backward?
4. Is the use of dowels and screws adequate?
5. Is the color in harmony with the desk?
6. Is the back adjusted to the height?
7. Is the back on a swivel base?
8. Does the back of the seat have the adjustable feature?
9. Is the adjusting device easily workable and controlled?
10. Does the back seem rugged?
11. Is there sufficient room between back posts to relieve buttocks from pressure and allow freedom back and forth?
12. Do the back slats run horizontal?
13. Does the height of the back extend to a point just below the shoulder blades?

C. The Seat.

1. Is the seat of one piece?
2. Is the seat saddle-shaped to conform to body curves?
3. Is the seat tilted back slightly?
4. Are the edges and corners rounded?
5. Is there sufficient shallowness to prevent pressure under the knees?
6. Is the underside filled or otherwise made smooth?
7. Is the seat on a separate unit?
8. Is it easy to get into and out of?
9. Does the tilt of the seat vary directly with the depth of the seat from front to back edge?

III. School Administration (should include health lists above)

1. Is the pupil station movable?
2. Is provision made for a book box?
3. Is the finish dull to eliminate reflection of light?
4. Is the color restful to the eye?
5. Is the size of the unit sufficient to provide space for working without crowding?
6. Is the height of the unit suited to needs of pupil?
7. Will the different sizes accommodate pupils of different heights?
8. Is the station a box-frame seat?
9. Are the pupil stations of simple, pleasing design?
10. Is the desk free from dust pockets?
11. Are corners and edges rounded?
12. Is there adequate body clearance under desk?
13. Is book storage sufficient and accessible?
14. Are the screw holes finished (countersunk) in order to prevent tearing of pupils' clothes?
15. Is there a groove at the top of the desk for pens and pencils?
16. Does the desk permit easy cleaning of floor?
17. Is there an automatic self-closing inkwell at the upper right-hand corner?
18. Is the seat a separate unit from the desk?
19. Does the front edge of desk extend 1½ to 2 in. over edge of seat?
20. Is pressed and raised ornamentation avoided?
21. Is lever effect reduced to a minimum?
22. Is it easy to get in and out of seat?
23. Is it adjustable in height of desk and seat?

D. Durability.

1. Has it a simple, pleasing design?
2. Is the surface impervious to hot water and soap?
3. Is the underside of the seat filled or otherwise made smooth?
4. Is it of box-frame seat construction?
5. Do the back slats of the seat run horizontal?
6. Is it hard wood, kiln-dried, and thoroughly seasoned?
7. Are use of dowels and screws adequate?
8. Are the legs of the chairs spread sufficiently to give adequate stability?
9. Is there sufficient width between back posts to relieve buttocks from pressure?
10. Is the desk lid of sufficient thickness to insure hard usage?
11. Is the general ruggedness indicative of long wear?
12. Is the top of the desk lid and seat finished in one piece?
13. Is the surface of the desk finished with extra hard varnish to prevent scratching?
14. Are the adjustments based on ball-bearing construction?

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The Selection of Pupil Seating Equipment for Classrooms

L. V. Nash, Superintendent of Schools, East Setauket, N. Y.

I. General Principles Underlying the Selection of Equipment

The philosophy of education is an important factor in the selection of equipment. The following questions are presented to the school administrator today for his consideration. He will ultimately have to answer these questions or permit society to make an attempt.

How far shall we promote individualized curricula or differentiation?

How much emphasis shall we place on vocational training?

What methods should be employed?

How much flexibility may be required?

These questions and many more are confronting the administrator.

Equipment is one of the *means* or set-up of environmental conditions which produce or prevent those changes in human beings with which education is concerned. The school administrator should always keep the education of the "whole child" in mind in the selection of equipment. This would include the physical, mental, moral, and social well-being of the child. The administrator should also bear in mind the work of the classroom; namely, pupil activity and teacher activity. The fundamentally important working group in any class is the individual. These activities can best be obtained by:

1. Reducing formalism to a minimum.
2. Giving the schoolroom a natural homelike atmosphere.
3. Providing such physical arrangement of the classroom as will bring the individuals into a closer social-group contact, and tend to minimize the child's feeling of inferiority in respect to the teacher.

4. We should be able to interpret the functions of the elementary, junior, and senior high school in terms of coworking units.

The superintendent should recognize the teacher as an agent working with these environmental means. Methodology has changed considerably following our changing philosophy. He should further recognize that anything in the way of equipment which interferes with individual concentration must be regarded as detrimental to the basic purposes of the school.

With these principles in mind, it would seem advisable to discontinue as undesirable, fixed desks which are not adjustable to the growth of the pupils.

It would seem desirable to furnish the kindergarten and the first four grades with a comfortable chair and appropriate-sized table.

The upper grades (junior and senior high school) would do well to consider the movable type of desk or, where a maximum of flexibility is desired and space in the classroom is not at a premium, tables and chairs.

II. A Study of Types of School Desks

This involves three points of view: child health, school administration, and durability. From the standpoint of health, three parts of all desks must be studied — the desk lid, the back support, and the seat — and must be considered with regard to their dimensions, shape, and color.

A. Child Health.

1. The desk lid.

- a) Is the top finished as one piece?

How a Unit of Work Develops in Grade One of a Progressive School

Samuel Engle Burr, Educational Consultant, Glendale, Ohio, Public Schools

When a teacher and a group of pupils meet together, in a progressive school, for the first time at the opening of the school term, the teacher has prepared some ideas as to possible topics for development into units of work for the group. The teacher also has in mind some tentative ideas as to how these topics might be developed. She has some knowledge as to the basic material that may be procured to assist in the development of each topic, and she is ready to bring into the classroom a judicious selection of the appropriate things which may be available.

For example, a first-grade teacher may have in mind, as topics for development into units: The Dairy Farm from Which We Get Our Daily Milk Supply; The Postman Who Brings Letters Every Day; Our Pets—Dogs, Cats, Ponies, Canaries, Gold Fish, etc.; A Playhouse That We Can Have in Our Schoolroom.

If the first-grade teacher did have these topics in mind, she unquestionably has gone to the library and hunted up about a dozen picture books (not readers) having several series of pictures appropriate to some of these subjects. She has procured some large pictures for the bulletin boards, too. She has secured large pieces of paper from the supply room, along with a supply of show-card paints, various sized brushes, colored chalks, etc. A few simple games and some pieces of lumber may also be made available. The exact materials to be secured may vary considerably from year to year or from room to room.

Preparing the Room for Work

Before school opens—preferably a day or two in advance—the teacher will work about the room for some time. She will be sure that everything is clean and that the janitor has done his summer work well. If necessary she will call upon the janitor to do some additional cleaning. Then she will go about the work of making the room a pleasant place in which to live for a year. She will spend from six to ten hours a day in that room for a period of ten months, and it should be just as desirable a place for her as is her home. From thirty to forty little children will share the classroom with her during that time, and it should be just as desirable a place as the *best* home represented in the group. She will do what she can in arranging the easels, bulletin boards, book tables, carpenter bench, piano, and other school furniture to best advantage, but she will not put up window draperies or curtains, nor will she make cretonne covers for chair backs nor will she form a library nook. These things will very likely be done, even by first-graders, but they will be done after the children arrive and the children will have a part in it. Usually this matter of room arrangement and decoration becomes an important part of each unit of work and the arrangement and decoration will vary according to the needs of whatever unit is developing.

Sometimes I have visited beautiful new schools in which the architect has attempted to provide all of this decorating on a permanent basis. I have seen kindergarten and primary rooms with beautifully decorated walls showing circus parades, Rip van Winkle scenes, forest pictures, and similar things, done in natural size by fresco painters. If I were the teacher in such a room, I would request that scaffolding be erected so that the walls (except blackboards) might be covered with heavy

paper on which the children might paint their own scenery, which would be in harmony with the unit under development and which would represent the kind of artwork that the boys and girls could do rather than the finished product of an adult artist.

The Opening Day of School

On the opening day of school, with the room appearing rather barren, but with many materials available, the first-grade teacher will be ready to welcome the children (and their mothers) as they arrive. She will talk a little with each child and show him some of the things in the room. Ordinarily it will be easy to let him start working with a paintbrush and paper or with chalk on the blackboard or with a picture book or a game. On this occasion, the teacher will request politely that the mothers leave the room as soon as possible so that the children will not be dependent upon them. After the first week, however, visiting will be encouraged.

Keeping the children happily engaged in whatever reasonable activity catches their fancy will be the work of the first half hour. After all the children seem to have arrived and after some of the mothers have been asked again to leave, the teacher will sit down at any convenient point in the room and start talking with those children who seem to be most restless or with those who are nearest to her. While doing this, she will be watching the others and will encourage them to join the discussion group as soon as they finish what they have been doing, or as soon as they tire of it.

Very likely this first discussion will start with some questions as to where the children have been during the summer, what they have done and what they have seen. All the time, the teacher will be searching for interests. The things in the room will be discussed also—and what the children have already done with the paints, chalk, games, etc. Again the teacher is looking for interests. No doubt there will be some mention of other rooms or other people in the school building. By this time, in almost

every case, most of the children will have joined the discussion group, sitting on the floor or on small movable chairs, grouped informally about the teacher. By this time, too, it will be opportune to take a little trip and see what else is in the building. So together they will go into the corridor, look into another room, see where the principal's office is, learn about the various entrances, locate the boys' and girls' toilet rooms, perhaps take a walk around the lawn or playground. Before the children or the teacher realize it, it will be time to go home for lunch. The first session of the new school year will be over in a most informal and delightful way. To the child it may be the most important session of his whole school life, for in it he has formed impressions of his classmates, of the teacher, of the building and of schoolwork. These impressions may be very lasting. And in such an informal situation, with an appreciative, happy, alert, and intelligent teacher, it is almost inevitable that each child's first ideas of school will be favorable ones.

Of course the procedure may not run so smoothly as one might desire, but the resourceful teacher will be ready for the boy who cries, the mother who persists in interfering, and the librarian who cannot find a .y picture books.

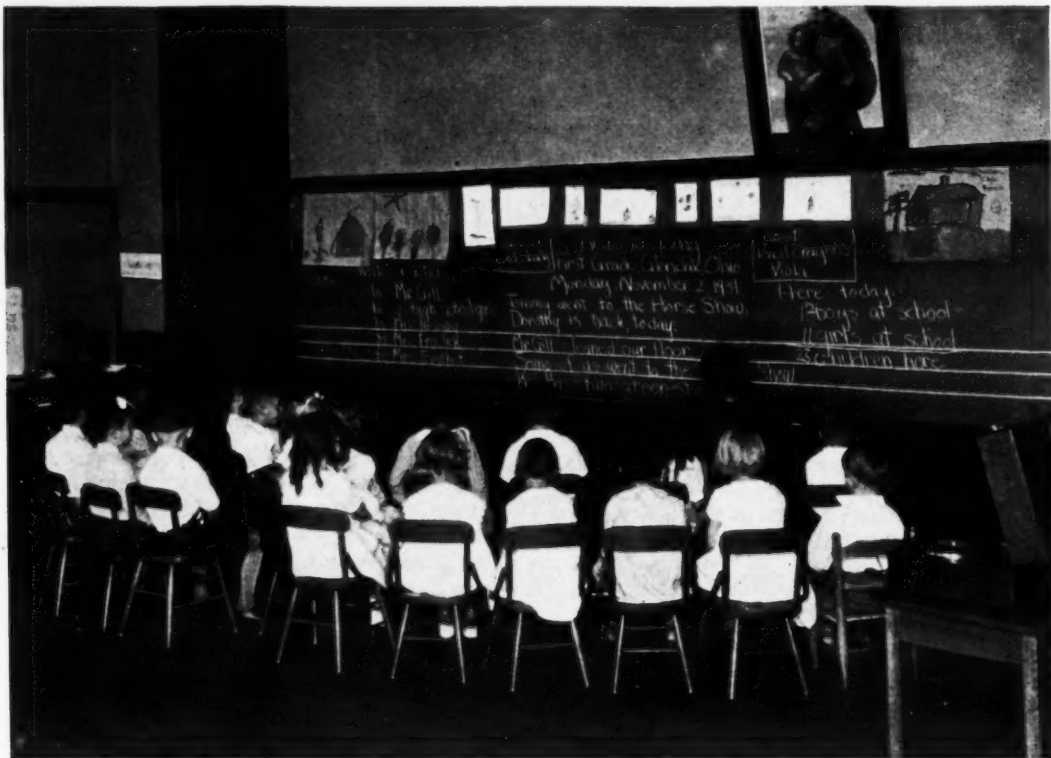
Getting the New Unit Started

By the end of the second day, it is usually possible to determine what the chief interest of the majority of the class is to be. It may not be anything that the teacher had considered. If a gypsy happened to pass by the school with a couple of trained bears just before the afternoon session of the first day and if a zoo happened to be near by so that more bears and other wild animals might be seen easily, it would be pretty difficult to see anything but a wild-animal unit or a circus unit develop in that primary classroom. If several of the children had gone to the Yellowstone National Park during the previous summer and if others had recently seen Indians on reservations in Canada or elsewhere, an American Indian unit might seem inevitable.



THE FIRST GRADE AT WORK

Here several groups of first-grade children are engaged in a variety of constructive activities which include painting, looking at picture books, and peeling apples as the first step in preparation for a class party. Characteristic evidences of the activity program are the informal grouping of the children, the adaptability of the furniture, the liberal use of blackboard space, and the presence in the room of a work bench, an easel, a reading chart rack, and individual lockers for the pupils.



THE MORNING CIRCLE AT THE BLACKBOARD

In the primary grades, the day's school work usually starts with a group discussion and conference at the blackboard. The children in this picture are holding such a conference with the teacher a member of the group. Usually quite a program of things to be done during the remainder of the day is mapped out at this preliminary conference.

Let us assume that a field of interest has developed in this first grade during the first two days of the term. The next job for the teacher and the pupils is to plan its development into a unit of work that is worth while, and then to carry that plan through to completion, with such changes, modifications, and additions as may seem desirable as the work progresses.

The planning will be done in a series of conferences which will be held each morning, or at such other times as seems best. If the farm unit has been chosen, the children will tell what farms they may visit. They will repeat what has been told them at home about farms. They will report pictures of farm life in the library books. They will suggest having a play farm in the room or on the school grounds, with buildings, fences, animals, fields, etc. They will tell farm stories and paint farm pictures. The teacher will remove the pictures and other room materials that do not pertain to farm life.

Just as soon as planning starts, the need for writing and reading will become apparent. They cannot remember all the details of their planning from day to day, unless these are written. They cannot find out what the books say about farms unless they can read. If a real interest in these things has come about—and it does come about in the progressive school—there is a very powerful motivation back of the beginning work in reading and writing. Because of this powerful motivating force, these children are willing and anxious to use time for work in the basic tool subjects.

Much of the reading material will develop in the classroom itself. At the conference periods when the whole group sits informally around the blackboard, the progress of the unit is discussed. Old plans are reviewed; new plans are made; progress is reported. The pupils furnish the material in sentence form and the teacher writes it on the board. Later, after the pupils have gone, she copies this original material with india ink on large pieces of heavy, colored paper so that before long there is a good collection of original reading charts. Often these reading charts can be combined with artwork, a child's painting and some reading material being placed on the same paper.

From day to day, materials arrive from the homes, or if something is needed, a com-

mittee may go to a neighborhood store for it. If we have a farm project, there may be some large packing boxes to be fashioned into the farmhouse, barns, and stables. There may be pails full of rich earth for the fields. There will be excursions to several farms. Seeds will appear in the room and perhaps some chickens, rabbits, or even a lamb or a goat. All of these things must be discussed and used to advantage. Stories must be written about them, too. Pictures must be painted or drawn. Chickens, ducks, cows, horses, etc., may be modeled from clay or improvised in wood. Perhaps the farm will have a farmer, a farmer's wife, several hired men, and other characters leading to the dramatization of farmwork. Every day there will be some reading, and new books will come from some of the homes. A little bit of number work will come into the unit, too, and considerable physical education, game playing, and perhaps some folk dancing. Ordinarily there will be much more work proposed than can be done, so the group must learn how to choose desirable things to do.

The End of a Unit of Work

After a time—it may be three weeks or three months—interest will begin to lag. The buildings will have been completed and painted. The available stories will have been read. Playing farmer will not be such a novelty as before. The museum will be full. There will be quite a collection of reading charts, spelling words, and arithmetic examples. The room will have become filled with the whole farm atmosphere and feeling. It will be time to summarize the unit, discard all the material which has collected around it and start again, either with an outgrowth of the farm unit, as, for example, dairying, selling milk, making butter and cheese (these may have been included in the farm unit itself) or else with some new and free center of interest such as the circus or the fire department.

The summary may take any one of many forms, such as an original play showing farm life, an exhibit of farm materials, an excursion to a farm, the reading of farm stories and showing of pictures for another class or for the parents. It should be a fitting climax to a piece of work which has received the attention of perhaps thirty children and a teacher over a period of from three to twelve weeks.

Two Distinct Types of Aims

During that time, the teacher has been a participating member of the group and has helped in many ways.

She has had in mind the development of desirable social attitudes among the children. She has watched committees form and has shown them how to work. She has encouraged the hesitant and nervous children. She has provided additional work for those who wanted to dominate and show off. She has given praise where encouragement was deserved and has made it clear that poor work is a handicap to the entire group. She has helped the children to develop better emotional control and has helped them to have a growing sense of moral values. She has helped them to form good habits of citizenship for the class group.

The teacher has also studied each individual pupil in the group of thirty and has helped each one to grow in terms of his possibilities. She knows the mental age of each and knows how much reading and writing ability each one should have for this mental age. She also knows, from the use of frequent checks, tests, and measures, whether or not each individual's accomplishment is equal to his ability to accomplish. She has watched and helped each child in the development of art ability, art appreciation, the use of tools, such as hammer and saw, the development of rhythm, tone knowledge, and tune memory in music. She has cooperated with other teachers in the matter of physical education, games, and dancing. She has helped to provide a situation calculated to develop good mental health for each child *and for herself*.

At the beginning of this article it was said that the teacher should have some possible units of work in mind before the school starts. This is a necessity, and by a judicious choice of material for the room, the pupils may come to have a real interest in one of the topics chosen by the teacher. In conclusion it should be said that the teacher should always be ready to discard her ideas and to join the pupils on some new topic, if they have a good one. Further than that, the teacher in the progressive school should always have her own plan for the next steps in the development of the unit from day to day, after it gets under way, but she should always be ready to discard her plans or revise them in view of what the pupils may plan. The best situation comes when they do their planning together.

Why Do We Have Units?

After all, the unit is merely the form and the way by which some basic aims are reached. We have units because they require cooperative planning. If the teacher plans the unit in advance or copies it from someone else, the pupils lose the socializing values and the development of originality which they get when planning for themselves.

We have units because they allow each individual to contribute in his own way and to his utmost for the benefit of all.

We have units because they provide a natural motivation requiring more work in the tool subjects than can be required by the formal school.

We have units because they make it necessary to locate new facts and processes and they make it necessary to know how to do reference work of this sort.

We have units because they are the natural or psychological way to arrange for those learnings which the child should have, as contrasted with the logical arrangement of the formal school.

We have units because they make it possible to accomplish more through the efforts of the school personnel than can be accomplished in any other way.

School-Finance Status in the United States

Situation Becoming Easier and a Brighter Day in Prospect

Desirous of securing first-hand information as to the financial trends in the school field this year, over last, prompted a direct inquiry made to the several state superintendents of public instruction. Thus, the following questions were submitted:

First, Have you any information to the effect that city-school districts have increased rather than reduced their appropriations for the ensuing school year?

Second, Do you find any tendency to restore reduced salaries to their former basis, or to add to the teaching staff for the coming school year?

Third, Do you find a tendency to plan new school structures, or to make additions to old buildings, where the need for an enlargement of the school plant is becoming apparent?

Fourth, Do you find any easement in the school-finance situation through a readier payment of tax obligations and a consequent school budget which is reasonably adequate?

Reports by States

Alabama. 1. We do not have any evidence that city-school districts have increased their appropriations for the coming year. Prospects are that these appropriations will remain at about the same level as during the current year. 2. There is some tendency in cities and counties where salaries have been drastically reduced to raise them to the level of the state minimum salary schedule adopted during the summer of 1933. This schedule does not require that minimum salaries set forth be paid in any except equalization counties and cities. It has, however, acted as a powerful lever to help raise unusually low salaries in certain other areas. 3. There is little, if any, tendency to plan new structures or make additions to old ones where the need has become apparent except where this can be done with P.W.A. funds or other government funds. 4. There is only a slight easement in the school-finance situation. Some delinquent taxes have been paid, but the arrears are still numerous. About 60 per cent of the state appropriations will be paid this year. This is somewhat larger than last year, due to a favorable court decision safeguarding educational trust funds from being diverted to other state service. The prospects are that state payments will be about 70 per cent of the appropriations for the coming year. Our best estimates indicate now that, even with present low level of salaries, approximately two and one half to three million dollars will be needed next year, in addition to funds which will probably be available in order to make possible normal terms in all schools. — *A. F. Harman, State Superintendent*.

Arizona. 1. It appears that there will be some increase in appropriations, but most of these will remain about the same. There will be some increases in salaries, but not sufficient to restore them to the 1930-31 basis. 2. There will also be some further reductions, but probably the larger number will maintain their salaries on the year's schedule. 3. We know of no new plans for new schools or additions to old buildings. The tendency is to hold capital investments to the minimum. 4. There is an easement to a small degree in the school-finance situation in this state. This is partially due to the payment of taxes on homes as the result of Government Home Loan activity. The failure of banks and mines to pay their taxes still causes serious financial difficulties in a large number of school districts. Incidentally, the banks and mines have asked the courts for a reduction in valuation before final settlement. — *W. H. Harless, Director of Research*.

Arkansas. 1. We have no information regarding increased appropriations. 2. There is only a meager tendency toward the restoration of salaries. 3. There is a tendency in the direction of new buildings where federal aid is given. 4. There is very little easement in the school-finance situation. — *W. E. Phipps, State Commissioner of Education*.

Tendency to Restore Salaries

California. 1. In a number of the largest districts increased budgets are proposed partially to assist in restoring miscellaneous educational services and administrative and supervisory func-

tions previously curtailed. 2. There is a tendency to restore part of the reduced salaries and also to add to the teaching staff. The latter will be largely in the major districts. 3. The school-building constructions going on are due to two factors: First, to the destruction and damage of school properties by the earthquake in the Long Beach area, March 10, 1933. Second, the passage by the California legislature of a measure requiring all new school buildings, alterations, and additions to come under the State Division of Architecture and to be made structurally resistant to earthquake. 4. The school-finance situation is improved due in part to the elimination of previously required county elementary and high-school taxes and substituting in lieu thereof augmented state-school appropriations. A general $2\frac{1}{2}$ -per-cent state tax goes into the school fund. Tax delinquencies continue on a rather serious scale. Local delinquencies are not as serious in the main as during the past two years, but in some units amount to as much as 60 per cent of the local taxes. — *Vierling Kersey, State Superintendent*.

Colorado. 1. Appropriations have not increased. 2. There seems to be no further cuts in salaries, nor are any being restored to former basis. 3. A few new structures have been reported. Not many additions. The C.W.A. contributed something to school repairs. 4. There seems to be not much easement in the school-finance situation. — *Inez Johnson Lewis, State Superintendent, by Lucy C. Auld, deputy*.

Connecticut. 1. It appears that school appropriations for the year have been increased. 2. There is a decided tendency toward increased salaries. 3. Under the impetus given by the Public Works Administration, there is considerable construction work in progress. 4. There has been relatively little difficulty due to nonpayment of taxes. However, I think this situation is somewhat better than it has been. — *Roger M. Thompson, Supervisor of Research and Finance*.

Delaware. 1. The state has only one city district. As far as I can determine that district proposes no change in its current appropriation for the coming school year. 2. Inasmuch as our appropriations were made on the basis of a two-year period and 1934-35 is the second year of the period, there is no disposition to restore salary schedules. 3. Our 1933 legislature appropriated \$2,500,000 for new schools and additions where found necessary. The extra session this year increased the appropriation by \$375,000 for a high school not included in the above. Additions to new buildings only. 4. The school-finance situation has not changed in Delaware for the past two years as the state appropriates about 90 per cent of the entire cost of the schools. — *H. V. Holloway, State Superintendent*.

Planning of New Structures

Florida. 1. We have no authentic information as to increases or reductions in appropriations. 2. A tendency to restore reduced salaries to their former basis is evident. 3. The tendency to plan new structures is quite apparent and to add to buildings where the need for enlargement prevails. 4. There is an easement in the school-finance situation through the readier payment of tax obligations. — *W. S. Cawthorn, State Superintendent*.

Georgia. 1. We have no information on appropriations for the ensuing year. 2. We find no tendency to restore salaries. 3. There is a tendency to plan new school buildings and to make additions to the old. 4. The C.W.A. and F.E.R.A. have given relief. Thus there is an easement of the school finance situation. — *M. D. Collins, State Superintendent*.

Idaho. 1. Exact information as to school budgets not as yet available. 2. There is apparently some slight tendency to increase and a few instances of continued reductions, also a tendency to restore salaries, some in part, some in whole. 3. Some school-bond issues have failed, others have succeeded. 4. On the whole, school districts are more generally out of the red than they were last year. In some districts, taxes have been paid more promptly and completely. The above is based

upon general knowledge and not statistical tabulation. — *John W. Condie, State Superintendent, by William W. Gartin, Accountant and Chief Clerk*.

Illinois. 1. There have been some increases in the appropriations made by city-school districts. 2. There has been a tendency in a limited degree toward restoring teachers' salaries. 3. To a certain extent new building projects are being planned. 4. There is some easement in the school-finance situation. — *Francis G. Blair, State Superintendent*.

Indiana. — Budgets for the school year will not be prepared until August. Indications, however, are that the situation has eased up somewhat and with state support local demands will be helped. Budgets will remain practically upon the same level for the coming year. — *J. William Bosse, Deputy Superintendent*.

Iowa. 1. It is too early to indicate whether or not our city-school districts will increase their budgets for the coming year. However, in some instances, we think this will be done. 2. Quite a number of schools are restoring a part of the salary reductions previously made. Most of the increases will be about 5 per cent, with others going as high as 10 per cent. A few districts will restore one or more of the teaching positions, although the number of districts restoring positions will be less than the number of districts restoring part of salary reductions. 3. A number of districts are planning to erect new buildings. This has been largely stimulated through the availability of P.W.A. funds. 4. While there has been some easing up of the finance situation, much more improvement is needed before we can say that our school budgets are reasonably adequate. This is impossible in a state which is predominantly agricultural, until farm incomes are adjusted to a more adequate basis. — *Agnes Samuelson, State Superintendent, by R. C. Williams, Director of Research*.

Salary Increases in Progress

Kansas. 1. Reports on increased appropriations are not at our command at this time. 2. Several school districts have decided to increase teachers' salaries from 10 to 15 per cent. 3. Very few new structures are being planned. 4. The school-finance system is not in good shape. Sentiment is being created to secure a state equalization fund at the next legislature. A redistricting program has been set in motion. — *W. T. Markham, State Superintendent*.

Kentucky. 1. My general impression is that city districts are not reducing their tax rate. A reliable statement cannot be made at this time. 2. There is a general feeling that salaries have been reduced to a minimum, and I feel that there is now a tendency to increase them. This tendency will not lead to restoring salaries to their former basis, but will next year show an increase over the current year. The legislature now in extraordinary session is expected to afford relief. 3. The requests made to P.W.A. authorities now on file call for capital outlay of \$3,000,000. 4. In some districts the tax collections have been better this year than they were last, in others the tax delinquencies have run as high as 50 per cent. There is a general feeling in the state that the schools must have better support. — *F. D. Peterson, Director of Finance*.

Louisiana. 1. There are no city-school districts in Louisiana. The schools are financed and administered on the parish-unit (county) system. 2. The attitude of school boards is to restore salaries to their former status as soon as funds for such purpose are available. 3. The lack of physical school facilities is not a pressing question with us. Wherever the need exists there is also the disposition of the people to provide the funds required to erect additional buildings and classrooms. 4. Our school funds have been materially larger this session than last, due to the collection of delinquent taxes and a more prompt payment of 1933-34 taxes. We are getting through this session in pretty good shape on account of federal aid. We hope, too, to secure further relief from the legislature to place our finances upon a reasonably adequate and permanent basis. — *T. H. Harris, State Superintendent*.

Increases in Budgets Manifest

Maine. 1. There has been no tendency to reduce school appropriations. 2. The tendency has been to increase school budgets for the purpose of restoring salaries. 3. The tendency to erect new buildings or to enlarge old structures is slight. There are several new school buildings, which are carried through federal aid. 4. The tax situation has eased up to a certain extent, so that a larger percentage of teachers are receiving their pay than was the case a year ago. — *Bertram E. Packard, Commissioner of Education.*

Maryland. 1. In this State, we have only 23 counties and the city of Baltimore that levy for schools. Four counties were able to reduce their levies but the state aid was increased. Baltimore city made an increase of \$100,000 in its levy. Some of the counties were able to increase their school support while thirteen counties will probably levy the same amount for 1933-34 and 35. 2. In Baltimore city, salaries were cut in 1932 by 6½ per cent, in 1933 by 10 per cent, and in 1934 by 5 per cent. Montgomery County is restoring salaries for 1934-35 to the original status before the 10-per-cent cut was made. Additions to the staff for increased enrollment in elementary schools are made in counties which are growing. 3. The only new construction work is in Baltimore by P.W.A. funds. 4. The financially poor counties must levy the minimum required, in order to receive their share of state aid. The several counties have thus far met all their obligations largely because of the excellent provisions of the school law regarding state aid and the requirements for county aid. — *Albert S. Cook, State Superintendent.*

Many Increases—Few Reductions

Massachusetts. 1. A summary shows that out of 350 cities and towns reporting, 189 increased appropriations, 39 remained the same, and 122 decreased them. Approximately the grand total of appropriations for 1934 is the same as it was for 1933. 2. We find that 62 towns have restored salaries and 48 have restored them partially. 2. A considerable number of new building projects are being undertaken during the present year. 4. I am not at all sure that taxes are being paid any more readily than was the case a year ago, but the attitude of the people with reference to the support of the schools has, I think, undergone some change. — *Payson Smith, Commissioner of Education.*

Michigan. 1. Districts generally have increased their appropriations from 10 to 15 per cent for next year. 2. There is a tendency to restore reduced salaries although we have not sufficient funds to accomplish this. 3. C.W.A. funds have generally been used to build additions. Building is almost out of the question with our tax limitation of 15 mills, together with the fact that the limitation may be increased for only five-year periods. 4. There is a slight easement in the school-finance situation. — *Eugene B. Elliott, Director of Research and Personnel.*

Minnesota. 1. Detailed information not at hand, but it would be our opinion that appropriations are slightly increased. 2. There are indications to increase reduced salaries but not a complete restoration. 3. We do not find a tendency to new school structures. Much of this work was taken care of by federal funds. 4. The present indications are that there will be little or no easement in the school-financial situation this year. — *T. J. Benning, Director, Statistical Bureau.*

No Reductions—Some Increases

Mississippi. 1. The legislature just adjourned appropriated an increase of \$600,000 for school support. 2. There will be no reductions in salaries in any school district this year and there will be some increases. 3. Through the C.W.A. we secured \$3,000,000, which was mainly turned into repairs. Our school plants are now in better condition than ever before. 4. In many counties, tax payments are on the increase and back taxes are being paid. — *W. F. Bond, State Superintendent.*

Missouri. 1. School districts have not been able to increase their appropriations a great deal for the coming school year owing to the fact that the high-school districts have voted the constitutional limit and the amount of funds available for next year will be only slightly more than this year. 2. There has been a tendency to increase salaries in a large number of districts. These have ranged from 5 to 25 per cent. It is only fair to say that the salaries



"THE TRUANT OFFICER"

—Los Angeles Times.

in these districts were very small last year. 3. Aside from the P.W.A. program, school-building projects have been few in number. 4. There is a general opinion that the school-finance situation is better this year than last. There has been a better collection of taxes throughout the state and there is a much better feeling toward the general financial situation. — *Charles A. Lee, State Superintendent.*

Montana. 1. It is too early to say anything definite as to appropriations. It is my opinion, however, gained from conversations with school trustees, that our budgets will be a little larger this year than heretofore. 2. In some districts, salaries for the year 1934-35 have been increased from 5 to 10 per cent. This was not a return to salaries paid before the depression but rather a beginning to restore salaries. 3. The high-school enrollment in Montana has increased so greatly that some plans for new buildings and additions to old buildings are being made. 4. Due to a great many federal loans and grain allotments, which have been made, the tax collections have been better than they have been for some years. The newspapers this morning stated that tax delinquents this year amount to 19.9 per cent, which is less than has been heretofore. — *Elizabeth Ireland, State Superintendent.*

Teachers Engaged at Increased Salaries

Nebraska. 1. There has been a tendency to increase rather than to cut school budgets. 2. An inquiry directed to 300 school superintendents brought replies from 278 stating that 135 schools employing 704 teachers have elected their teachers for 1934-35 at an increased salary. Eight schools elected their teachers at a reduced salary. High schools, 128 in number, employing 695 teachers, made increases, while 11 schools employing 62 teachers, made salary reductions. Some 44 schools employing 233 teachers made no changes. Superintendent salaries: 125 salaries increased; 15 decreased; 26 remained the same. 3. and 4. Unable to answer questions at present. — *Fuller L. Austin, Director of Research.*

Nevada. 1. A good many districts are returning by quite a percentage to the appropriation in force in 1930-31-32. 2. Many districts have reported an increase in salaries—in some cases the total cut which has prevailed for two years has been restored. 3. There is no marked tendency toward a normal capital outlay. 4. Many school districts are still behind but rigid economy in the past year has done much to place districts on a cash basis. Release of funds in closed banks would greatly relieve the situation. Also because of delinquencies in tax payments, decreased valuation and default of bond interest, the state distributive school fund is about six months or \$230,000 behind its school support. — *Walter W. Anderson, per Amy Hanson, Office Deputy.*

New Hampshire. 1. We have information to the effect that city-school districts are increasing rather than reducing their appropriations. 2. There is also a tendency to restore salaries to a former basis. 3. There is, however, no marked increase in new school-building activities. 4. In answer to the

question whether we find any easement in the school-finance situation we answer, yes. — *James N. Pringle, State Commissioner of Education.*

New Mexico. 1. School budgets are now in progress of making and it is our feeling that appropriations for the ensuing year will be slightly increased over the previous year. 2. So far there is little indication that salaries are being restored to their former basis though the feeling for this restoration is being developed and will probably bear fruit after this coming school year. Increases to the teaching staff will be only those which cannot possibly be avoided as our revenues are so depleted that normal increases cannot be made. 3. Our building program is practically at a standstill and only emergency provisions are made to meet this phase of schoolwork. 4. It appears that tax collections and the meeting of government obligations are tending toward normalcy, making it possible to look forward to an improvement in the school-finance situation. — *I. Sanchez, Director, Division of Information and Statistics.*

New York. 1. In some instances appropriations have been increased and in others reduced. On the whole, it would appear that the expenditures for 1934-35 would be somewhat less than for 1933-34. 2. There is some tendency to either restore salaries to normal basis or to cease the cutting. There is little indication to add to the teaching staff. 3. There is very little activity in the school-building field. Some districts are planning to avail themselves of federal assistance. 4. So far, there is little indication of any easement in the school-finance situation. The state-aid program inaugurated by New York has been a material factor in steadying the school-finance situation. While the state-aid appropriation for the past year fell short of the state-aid program by about 10 per cent, New York still distributed approximately somewhat over \$100,000,000 to the school districts of the state. This has been the salvation of our schools. — *A. D. Simpson, Assistant Commissioner of Finance.*

Large Construction Plans in Hand

North Carolina. 1. We have a state-wide, state-supported eight months' school term with an appropriation of \$16,000,000 out of the state treasury for the operation of this term. Local communities, such as city administrative units, have authority under the law to vote supplementary taxes. There is no general movement to vote these taxes this year. 2. There is no way to restore reduced salaries except through supplementary local taxation or through federal aid. 3. Through P.W.A. the plans are to construct about \$5,000,000 worth of school buildings this year. 4. Back taxes levied prior to this year are being paid better than heretofore. No ad valorem taxes were levied in 1933-34 for the support of the schools except in seven districts that voted a supplementary tax. — *A. T. Allen, State Superintendent.*

North Dakota. 1. There is no noticeable increase in appropriations due to taxpayers association, which have reduced valuations. 3. There are tendencies toward the construction of new school buildings and additions to old ones. 4. There is some easement in the school-finance situation. This has been largely helped by the efforts of the Federal Land Bank in refinancing loans through which process taxes are paid. — *Arthur E. Thompson, State Superintendent.*

Ohio. 1. City-school districts have decreased rather than increased their appropriations. Further reductions of approximately one third in current operating expenses are due because of the 10-mill tax limitation, which becomes effective January 1, 1935. 2. There has been some tendency to restore salaries but the procedure is not general. Two cities have taken such action, while 800 to 900 other districts have made further reductions. 3. At no time since 1920 has there been so little school-building construction. 4. The school-finance situation has become more acute. Approximately 70 per cent of the school districts of the state will be unable to make a levy for current operation inside of the limitation after January 1, 1934. — *D. H. Sutton, Supervisor of School Finance in Child Accounting.*

Budgets Will Remain the Same

Oregon. 1. School districts are now in process of preparing budgets. It would seem that they will remain approximately the same. 2. A few school boards have increased salaries slightly above the low level. I know of no districts inclined to raise

salaries to the levels of three or four years ago. There is no observable tendency to increase teaching staff. 3. About 14 school districts have applied for federal loans for new building projects. Most of these are still pending. 4. Because of a new tax collection law, permitting quarterly payments, there were comparatively heavy tax payments in March. They were made mainly by corporations and other large taxpayers. The balance of the year will show heavy delinquencies. — C. A. Howard, State Superintendent.

Pennsylvania. Sufficient data is not at command of the state department to enable proper reply to the questions asked. — J. Y. Shambach, Chief, Child Accounting and Statistics.

Rhode Island. 1. Appropriations reached rock bottom last year. Most school committees in drafting new budgets have been confronted with higher prices for fuel, textbooks, and supplies of all kinds. Some school authorities have estimated this increase at 25 per cent. 2. Salaries were not reduced in rural towns. In other towns and cities, there is a disposition to restore part or all of the previous reductions made. Statistics show that the teaching staff has been reduced by 1½ per cent. It is becoming apparent that there must be an increase in the number of teachers employed. 3. The P.W.A. has stimulated interest in schoolhouse construction. Some districts have availed themselves of government aid, while others have proceeded upon independent lines. 4. All salaries deferred June, 1933, were met by October, 1933. At present, only two towns are reported in arrears for teachers' salaries. The state has been fortunate in its tax collections. Not more than 5 per cent have defaulted. — Walter E. Ranger, Commissioner of Education.

Some New Building Operations

South Dakota. 1. There are three or four city schools that have increased their appropriations for the ensuing school year. 2. There is as yet no tendency to restore salaries to their former basis. I know of a few instances where the teacher staff has been increased, where it was previously reduced. 3. South Dakota did not do the amount of building under the P.W.A. that we had hoped for. Sioux Falls high school is to get a \$600,000 addition. The Groton City schools are to be housed in a brand new \$125,000 building next year. Many of the schools did avail themselves of C.W.A. project releases by redecorating the interior of school buildings, landscaping, providing playgrounds, and athletic facilities. 4. This drought-stricken area has evidenced no easement in the school-finance situation, nor the tax situation. Our city schools, as a whole, are better situated than are our consolidated schools, and most of the rural schools in the western river country. — R. W. Kraushaar, High School Supervisor.

South Carolina. 1. No tendency toward increases. 2. Federal funds were received by about one-third of the rural-school districts. 3. Little planning for new school buildings. 4. Tax collections, both present and past, are good. — H. L. Fulmer, Director, Division Information and Research.

Tennessee. 1. We have no information regarding increased appropriations. 2. Nor do we find any tendency to restore salaries to their former basis. 3. There is a tendency to plan new school buildings and make additions to old structures. 4. In answer to the question whether there is any easement in the school-finance situation through a readier payment of tax obligations we answer in the affirmative. — J. A. Roberts, Assistant Commissioner of Education.

Tendency Toward Increased Budgets

Utah. 1. There is a general tendency in the direction of increased budgets. 2. A number of districts have increased salaries slightly. 3. A number of communities have availed themselves of the P.W.A. support. Some districts are proceeding toward new structures without that support. 4. The per cent of tax collections is slightly lower than last year. The discount allowed for prepayment of taxes is being taken advantage of by the larger corporations and there are now in excess of a million dollars paid of 1934 taxes. Owing to the drouth conditions, there will be a falling off of rural and farm property tax. — Charles H. Skidmore, State Superintendent.

Vermont. 1. Some school districts have increased appropriations for the coming year. There

have been very few, if any reductions. 2. The city of Burlington has restored teachers' salaries to regular schedule. Other places are giving increases for next year. Tendency is to hold present levels or to increase them. Some will employ additional teachers. 3. Several communities are improving school buildings, modernizing lighting, etc. Several new buildings are under construction. 4. Tax situation improved slightly over previous year. — Francis L. Bailey, Commissioner of Education.

Architects Drawing School Plans

Virginia. 1. City-school systems have tended to increase rather than reduce appropriations for the ensuing year. 2. There is a tendency to restore reduced salaries to former basis. 3. The tendency in the direction of new school buildings is definite. We have put a number of additional architects to drawing plans and preparing specifications for buildings. 4. We find very definitely a reasonable amount of easement in the school-finance situation, in that taxes are being paid more readily. — Sidney B. Hall, Superintendent of Public Instruction.

Washington. 1. The budgets of city schools will be slightly increased this year. 2. There is a tendency to restore teachers' salaries, though they cannot be restored to former basis. In a few instances the staff membership will be increased because of the necessity of larger enrollment. 3. Comparatively few buildings will be constructed in any of our cities. Under the C.W.A. assistance, many of the old buildings have been painted, calcimined, and generally improved. 4. School finances tend to be better because of improvement in tax payments. Considerable delinquent taxes have been paid during the past six months, due to encouraging provision which was passed by the legislature. — N. D. Showalter, State Superintendent.

West Virginia. 1. City-school districts have not

increased appropriations. In fact, we have complete county units since last year. 2. The salary schedule for the minimum was reduced for the year 1933-34, but the legislature of 1934 restored the former schedule to take effect beginning with July 1, 1934. 3. Yes, we have done quite a bit of combining. In fact, we eliminated 920 rooms and 1,100 teachers last year. 4. I cannot say that we have found much relief in school finances this year but we hope to secure this relief as soon as our sales tax and other revenue measures get in full swing. — L. V. Cavins, Director, Division of Research.

More Increases Than Reductions

Wisconsin. 1. While there are a few districts that have reduced, there are three times as many that have increased their appropriations. Greater optimism prevails. 2. A few places have cut salaries once more, but from five to six times as many have restored a part of the cuts they made in the past. 3. There seems to be a tendency to build additions to old buildings. I do not find much in the way of new buildings. 4. There is some easement in the financial situation. There are quite a few communities where the taxes were paid nearer to the 100 per cent than for the two years previous. — John Callahan, State Superintendent.

Wyoming. Most school districts will operate next year on or about the same budget they have during the present year. 2. Three towns have increased salaries. A few schools have added home economics and a few have reinstated this study. 3. There is no tendency to make any capital outlay of any kind. 4. The assessed valuation will again be lower next year. Thus, all school revenues will show a decrease. However, Wyoming people have kept up payments of their taxes in a rather surprising way. — Katherine A. Morton, State Superintendent.

The School Census and the New Social Responsibility

Arch O. Heck, Columbus, Ohio

The "rugged" individualist has had his day. No longer can he with safety "damn" the public; no longer will charity or the dole recompense an alert social order for the crimes committed against it by those who would profit at the expense of the many. Business is being forced to make an accounting; no longer can stockholders hope to profit if thousands are to suffer. Farmers, the most rugged of individualists, are beginning to recognize the need for coöperation. All groups are beginning to see that each profits only as others profit. This sense of social responsibility has gradually gained ground during the first quarter of the present century; during the past four years its acceptance has

developed at a constantly accelerated pace which is culminating in the flood of governmental regulations and agencies established in 1933 and 1934 for the purpose of bringing better times to all individuals within our social order.

Child Labor Regulations

One of the most important of these regulations is that provision of the NRA codes which provides that youths under 16 years of age shall not be employed. Such sweeping regulations could probably not have been secured by legislative action for years; at least all efforts to secure federal and even state legislation protecting children from the grasping, profit-making employers of the past have been spasmodic and generally ineffective. Although Congress by an overwhelming vote passed a proposed amendment to the Constitution making it constitutional for Congress to pass laws governing child labor, only six states voted favorably during the first eight years following congressional approval. An examination of various state laws governing child labor, moreover, shows numerous deficiencies and weaknesses.

Within the past year and a half, fourteen more states have approved the child-labor amendment; the trend is distinctly in the direction of recognizing our social responsibility for protecting the childhood of America. We are no longer willing that children be put to work at 10, 11, 12, 13, 14, and 15 years of age. This prohibition to work carries with it implications which, if carried out, will profoundly affect our social order. The intent of this regulation is clearly not for the purpose of creating loafers; the most enthusiastic advocate of child-labor legislation would decry such a move. Children should and will continue to assist their parents outside of school hours; they will have work to do at school. Child-labor legislation aims at protecting the child from long hours and dangerous work; it aims at preventing continuous labor at ages when children need a chance to develop



THE BEACON LIGHT FOR EDUCATION IN MINNEAPOLIS
This is one of a series of effective cartoons prepared by the Minneapolis Star during School Week, May 13-19.

physically, mentally, morally, and socially if they are to be of maximum usefulness later in life.

The Implications

For the schools, this means that all children under 16, at least, should attend school; if idleness is not to result, our school systems must not only provide an adequate program of studies to meet the needs of all children but they must take those measures which will make it less possible for the ignorant to miss school and for the selfish to keep children out of school. This can only be done when measures are set up whereby every child within a given district is known, his address known, and his age known; these data ought to include such facts as the child's school progress, mental ability, and physical condition. Such information will help the school to secure prompt and regular attendance at school; it will assist the school in making better provision for unusual cases; and it will be of continual service to local social agencies in providing the medical, physical, and social care which all children need if they are to develop properly.

The School Census

The school census, as developed in recent years, is the school's implement for providing these data. The census, or enumeration as it is sometimes called, was originally used as a basis for distributing state school funds. As a result, the census has consisted merely of a head count to determine numbers. The census was taken at stated intervals and the results rarely, if ever, used after this determination was made. With the coming of compulsory school-attendance legislation there arose a need for accurate data concerning the district's child population; the need became increasingly evident as soon as machinery began to be set up for enforcing attendance legislation. Many districts tried to utilize the voluminous census sheets upon which children's names had been listed, as a means of discovering who should be in school, but the work involved was laborious and very inaccurate.

The Continuous School Census

Almost immediately the suggestion was made that a continuous record should be kept of all children within the district. It was suggested that if the name, address, age, and grade, at least, could be had of every child, and if this record could be constantly kept accurate and up-to-date, it would be easy to enforce the compulsory-attendance law. Such a record, moreover, would be valuable, it was suggested, to all social-service organizations outside the schools which might wish to be of aid to children who were physically or socially handicapped.

A recent survey of school-census practices in cities of 100,000 population or more throughout the United States showed that Minneapolis reported the establishment of its continuous census as early as 1900. This was just at the end of the first decade wherein a very serious attempt had been made to enforce compulsory school-attendance legislation. Twelve years later Somerville, Massachusetts, and Newark, New Jersey, started such a census. Only eight cities reported a continuous school census previous to the world war. Since 1920, 23 more cities have established a school census of this type; 18 of these have been established within the past decade. Two other cities reported such a census but did not state when it had been started.

Out of the 75 cities reporting, therefore, 33 at present maintain a continuing school census; of this number at least 23 of them, or 69.6 per cent, did not start it until two years after the close of the world war. Just what effect the information, concerning the lack of education and the poor health of Americans which was gleaned from the draft, had upon the establishment of these newer methods of accounting for children we do not know; we do know that the draft data pointed to serious flaws in the school program as well as in our general program of public health; we also know that many of the big school surveys of that period were pointing to the necessity of maintaining a continuous census if we were to be sure that all children within the districts were to be assured of an equal opportunity physically and educationally.

With one exception none of the 75 cities reporting had ever started the continuous census and



"FALL IN!"

Standard, Cortland, N. Y.

later abandoned it. In the one instance reported, the discontinuance was due to no dissatisfaction with a census of that type; the legislature passed a law discontinuing any type of school census. The fact that when a city once establishes a continuous census, it continues to use it, would seem to be significant.

The School Census at Present

The survey embraced only the 93 cities within the United States having populations of 100,000 and more. Of the 75 which responded, 67, or 90.5 per cent of this group, have a census.

Twenty-seven of them reported a continuous census; six others have a continuous census but reported that they also make a yearly house-to-house canvass to assist in keeping the census up-to-date. It is quite likely that a great many other cities with a continuous census make the annual count as one means of keeping the census continuous.

Thirty-four cities maintain a census but do not pretend to have it continuously up-to-date. The intervals at which head counts are made range from annual counts to five-year periods. St. Louis and Kansas City, Missouri, Richmond and Norfolk, Virginia, and Atlanta, Georgia, reported the five-year periods; New Orleans makes the count every four years, Louisville every three years, and Chattanooga, Birmingham, and Des Moines every two years. The remaining 24 cities make the count annually.

How Census Data Are Filed

Of the 67 cities reporting a census, 36 use the individual census cards; two reported the use of family cards. It is almost the universal practice for cities, which maintain a continuous census, to use a census card for recording and filing census data. With two exceptions all cities reporting the use of sheets and books exclusively do not maintain a continuous census. Occasionally a city uses cards and sheets, or cards and books, or sheets and books, or a family card for the master file and individual cards for the regular working file.

The most frequent method of filing cards is to have names arranged alphabetically. Sometimes this was done with the city as a unit; sometimes the school district served as the unit; and sometimes filing was done by special census districts. Many cities used two files or two lists of names; files were arranged alphabetically for the city and alphabetically by school districts; sometimes an alphabetical file was kept and also a street file; one city had cards filed by city "squares." Where two card files were kept, the family card occasionally served as the master file and the individual cards for the local district file.

Comments by City School Officials

Houston says that the "Census is kept up-to-date during the year for transfers, new entries, withdrawals, etc. School enrollment is checked across the census file; those not in school are investigated. The annual census in March is checked

across office census records." While not claiming a continuous census, Houston seems to be taking many of the steps necessary to maintaining such a school census. Washington, which is not listed as having a continuous census, says, "You are advised that a census of all children between the ages of 3 and 17 is made annually during the summer months, and is kept up-to-date during the school year."

Other cities reporting a continuous census, moreover, take an annual head count. Spokane reports that "transfers go through the attendance office and cards of pupils moving away are put in 'dead' file. New census taken yearly." Flint, which reports a continuous census, says, "We have a yearly census which serves as a check on the continuous census." Cleveland says, "We have been conducting a continuous census since 1924 and have been making, in addition, an annual enumeration. This census is taken by the attendance officers plus an auxiliary force recruited for a short time for that purpose. The records are kept on census cards; two files, one arranged by street and number, and the second arranged alphabetically."

Other cities which did not have a continuous census stated that they hoped to have one soon and that steps were under way to get it started. Dayton, Ohio, reported, "We are revising our child-accounting system at present, preparatory to having a continuous census. We hope to have the work completed and our new system in operation within a few months."

On the whole these comments are very illuminating. Thirty-three cities of the seventy-five definitely report that they maintain a continuous census; others are proposing to establish one soon. In addition a great many cities which do not have such a census are clearly doing a great many things which are involved in maintaining such a census. Evidence points clearly in the direction of a realized need for the continuous census if society is to properly care for and properly educate its youth.

Recommendations for City School Census

If child-labor prohibition until 16 is to be generally accepted, and we believe it should be, the school must accept the responsibility of providing an educational program which will adequately meet the needs of all youth until that age; if this is done, society must take the steps necessary to assure every child an opportunity to profit by this program. This will require an exact accounting of all children from birth until at least 18 years of age.

Every school district, rural and urban, throughout the United States should, therefore, maintain a continuing school census of all children from birth until they reach their eighteenth birthday. In order that sufficient data may be had concerning each child, the individual instead of the family census card is recommended. In order that data may be as usable as possible the census card is recommended instead of sheets or books for the permanent filing of these data.

Two card files are needed in the larger cities; one will be the "master" or "finding" file; the other will be the working file. The working file will be divided into a preschool file, a post-school file, an active file, and a dead file; the preschool file will contain the names of all children too young to enroll in school; the post-school file will contain the names of all children of census age but who have legally been excused from school; the active file will contain the names of all children actually enrolled in school (the assumption is that every child of compulsory-attendance age, unless legally excused, will automatically be enrolled in school); the dead file will contain the names of children who have died, who have passed the census-age limit, and who have moved from the district.

The house-to-house canvass, when made, should take place during September; the teachers should make the canvass assisted by the attendance officers. It has been found possible to make such a canvass in a city of approximately 250,000 between three o'clock and five o'clock of some afternoon; it is recommended, therefore, that teachers be granted a half school day, or as much of a half day as is found necessary to make it. Properly ad-

(Concluded on Page 77)

PORTFOLIO OF MODERN SCHOOL BUILDINGS



BOLIVAR CENTRAL SCHOOL, BOLIVAR, NEW YORK
Carl C. Ade, Architect, Rochester, New York.

The Bolivar Central School Building

J. F. Whitford, Principal

The movement for the establishment of central schools in the State of New York found its inception in the determination of the country folks and of the villages to provide for their children all of the educational advantages enjoyed in the large urban areas. The movement for the central schools has brought with it an appreciation of the fact that the school building is an important factor in the development of the educational program, and teachers and administrative heads cannot carry on their work with effectiveness in any but a well-planned and well-appointed building. In most communities the central school is a monument to the leadership of the school boards who have aroused public opinion, harmonized conflicting interests, carried the burden of the necessary campaign for new taxes and bonds, and kept alive the desire for better educational and social standards.

The new school building at Bolivar, New York, is the result of determined leadership exercised by the Bolivar board of education, consisting of A. L. Shaner, president; C. J. Amaden, secretary; Charles A. Chipman, vice-president; Nelson Wightman, L. A. Champlin, Lucien Lewis, and later Clair Rigby and Miss Mary McDermott. The Bolivar Central School serves the city of Bolivar and the rural districts in three adjoining townships. The vote leading to the erection of the building was carried by a 5 to 1 poll of the taxpayers.

The new school plant is located in the village driving park, which has been transformed into a campus and community recreation center of nearly twelve acres. The site is readily accessible to the main highways and to the homes in the village.

The School

The school, which is fully accredited, is conducted under the educational program required by the New York State Education Department. A kindergarten, sixteen classes for grades one to six, a junior-high-school group, a senior-high-school group, and a postgraduate department are included in the present organization. The

high school grants diplomas in five general types of courses — college preparatory, science, commercial, homemaking, and art. Modern educational practices are employed in all departments and carefully considered programs of testing, homogeneous grouping, guidance, and extracurricular activities are in operation. During the winter months especially the building has been used by adults as a community center. Groups use the gymnasium, the auditorium, the shops, and homemaking department, the music room, etc.

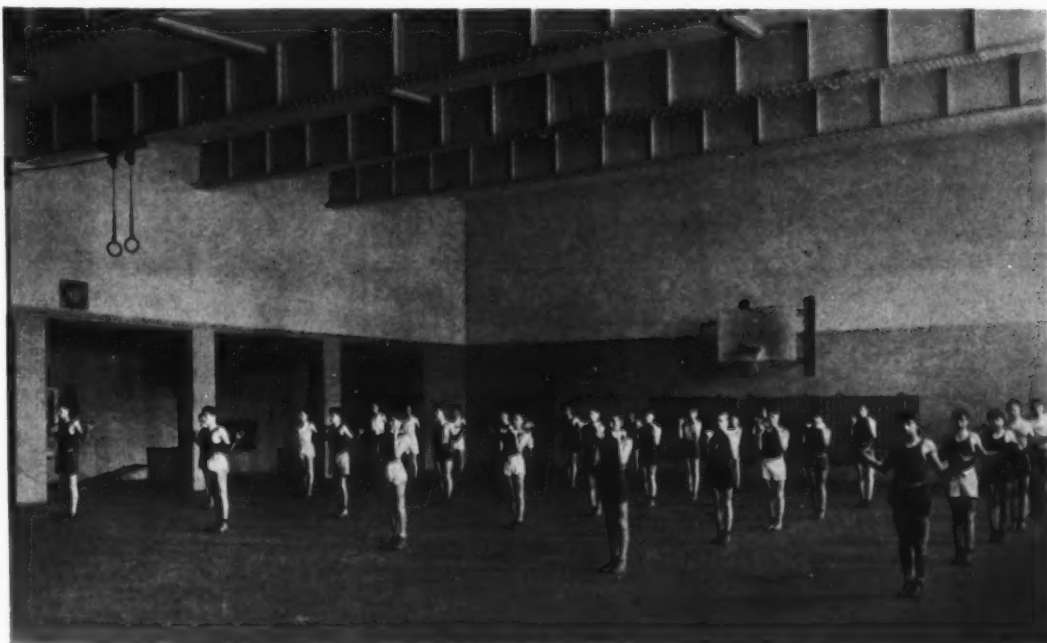
Nine busses carry rural children to and from the school, and there has been no failure of the transportation even in the stormiest weather.

The Building

The building is three stories high, with a basement under all portions; and with additional

coal bins and a transformer room located in underground compartments outside the main walls.

The design of the exterior and of the main corridors and of the auditorium is colonial. The bearing walls are brick, with exterior facing of red tapestry brick and Morris cast-stone trim. The trim is limited to the dignified columns at the two front entrances, which are arranged to give access directly to the main auditorium and to the elementary school. The construction is semifireproof, with corridors and stairs of concrete, brick masonry walls, and steel trusses in the gymnasium and auditorium floor and roof, and fireproof doors at all danger points. The stairways are separated as far as possible. They have been planned not only with the idea of rapid movement of the pupils for change of classes, but also for rapid exit in case of fire or



GYMNASIUM, BOLIVAR CENTRAL SCHOOL, BOLIVAR, NEW YORK



KINDERGARTEN, BOLIVAR SCHOOL, BOLIVAR, NEW YORK
Carl C. Ade, Architect, Rochester, New York.

panic danger, and eliminate the need for outside fire escapes.

The main instructional room of the basement is the gymnasium, measuring 60 by 82 ft., and fitted with portable bleachers for 600 persons. Adjoining are locker and dressing rooms, and

offices for the physical instructors. On the same floor there is a lunchroom, measuring 22 by 83 ft., with a kitchen adjoining; also the boiler room; space for the electrical apparatus, the water supply, and the janitor's supplies; various storage and apparatus rooms, etc. An interesting

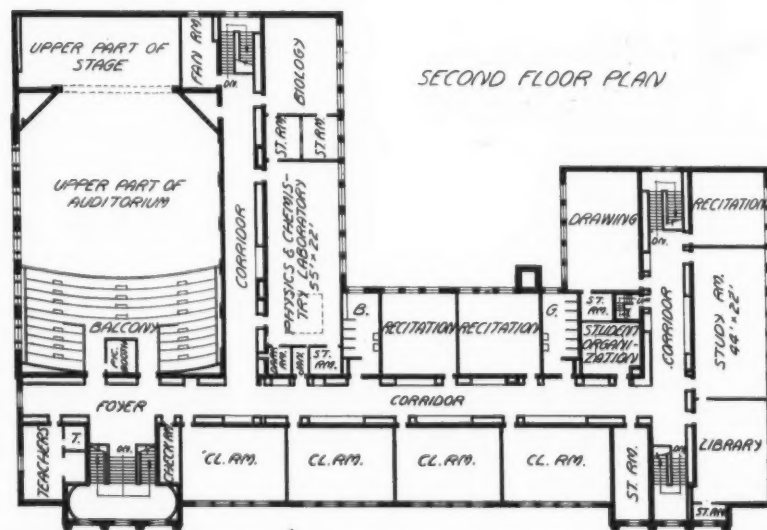
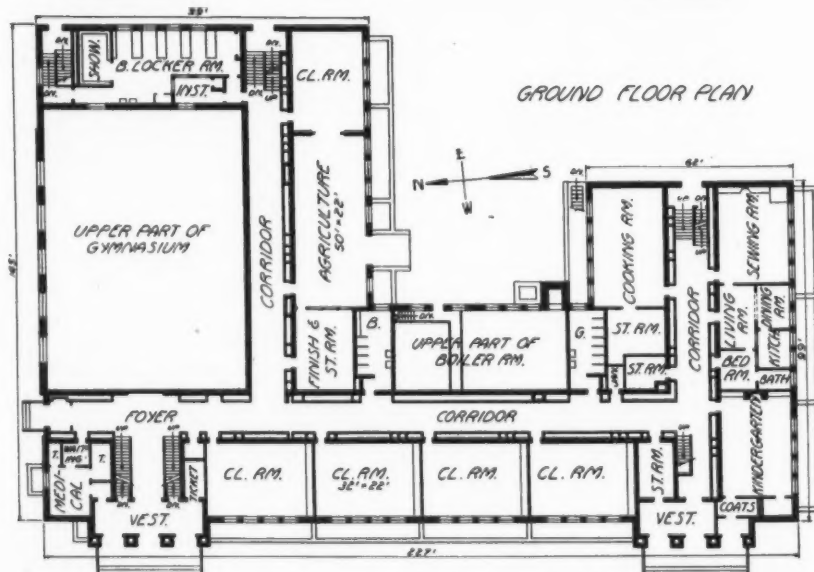
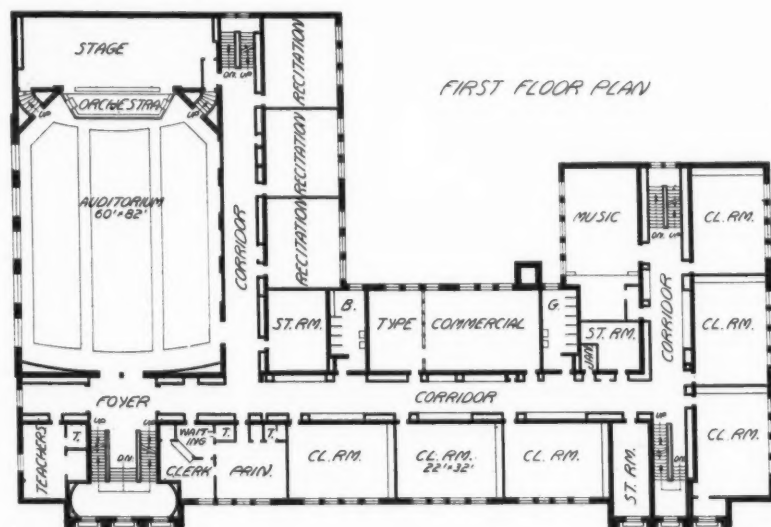
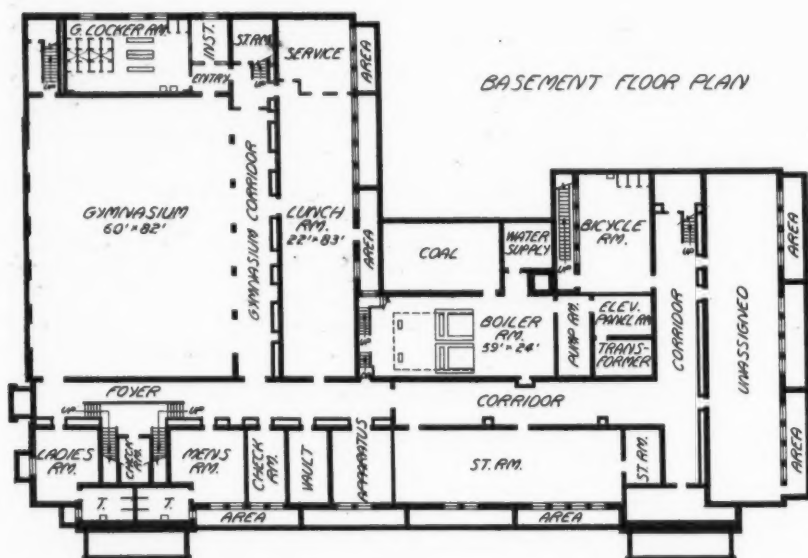
feature consists of two retiring rooms for men and women, to be used by adults and located near the auditorium-gymnasium stairs. These rooms include toilets and washrooms.

First and Second Floors

The first floor includes four standard classrooms for elementary grades; a homemaking suite consisting of a cooking room with storage room adjoining, a sewing room, and a model flat. A kindergarten located in the southwest corner of the building has a separate entrance, coat room, and a toilet room. Similarly, the medical-inspection room at the northwest corner of the building has a separate entrance, a waiting room, and two toilets.

The shop courses offered by the school are housed in a large well-lighted and fully equipped room, measuring 22 by 50 ft., with an outside entrance large enough to admit automobiles used for repair and study. Adjoining the shop at one end is a classroom which serves for mechanical drawing and study; at the other end there is a finishing and store room. On this floor also there are various storerooms for supplies, boys' and girls' toilets, etc.

The second floor has as a main feature the auditorium, measuring 60 by 82 ft., with a seating capacity of 900 and a stage ample for all school exercises. It follows the general plan of the famous Eastman Theater in Rochester and has been carefully planned with acoustical panels, etc., for controlling all sound effects. Another interesting room on this floor, which is fitted with a small stage, serves for classes in public speaking, student-organization groups, etc.



BOLIVAR CENTRAL SCHOOL, BOLIVAR, NEW YORK
Carl C. Ade, Architect, Rochester, New York.



OFFICE OF PRINCIPAL J. F. WHITFORD, BOLIVAR CENTRAL SCHOOL, BOLIVAR, NEW YORK



MODEL LIVING APARTMENTS, BOLIVAR CENTRAL SCHOOL, BOLIVAR, NEW YORK

The Third Floor

The balcony of the auditorium, with its picture projection booth, is entered from the third floor. On this floor there are laboratories for biology, science, and chemistry, four large classrooms, three recitation rooms, an art department, a library, and a large study hall. A small room for student organizations, a teachers' room, and various storerooms; etc., are also located here.

The building contains a number of unique features of design, construction, and equipment which make for efficiency and economy. Classrooms and other instructional space have plastered walls and ceilings; classrooms have maple floors; the auditorium has linoleum walkways set in cement floor, the gymnasium and upper corridors have floors of duralithic material, the toilet rooms and the main corridor have red tile floors.

The building is heated by means of low-pressure boilers, operated with automatic stokers. The classrooms, shops, and other instructional

CAFETERIA, BOLIVAR CENTRAL SCHOOL, BOLIVAR, NEW YORK
Carl C. Ade, Architect, Rochester, New York.

A CORRIDOR, BOLIVAR CENTRAL SCHOOL

areas are fitted with unit ventilators, and a central fan supplies fresh air to the gymnasium and the auditorium.

The classrooms, the auditorium, and the gymnasium may be heated separately as conditions of use require. Automatic temperature control is arranged to keep the rooms at 68 or 70 degrees during class hours and at 50 or 60 degrees at all other times.

The plumbing is of the heavy-duty school type. Toilet partitions are metal; shower partitions are marble. The electrical equipment includes power lines for the shop machinery and science laboratories. Complete lighting, program clocks and bells, intercommunicating telephones, and a fire-alarm system are installed.

The athletic field has been cleared, and a spectators' stand has been erected east of the school building. Tennis courts have been completed. In addition to the trees on the site, twenty large maples have been planted on two sides of the campus and four rows of umbrella catalpas have been set along the sides of the main approaches. Conservative shrubbery has been planted adjacent to the building.

The building and site cost less than \$500,000. Grading, landscaping, the athletic field, and the complete equipment have brought the outlay up to \$560,000.

The architect was Mr. Carl C. Ade, of Rochester.

SCHOOL-BUILDING CONSTRUCTION

During the month of May, 1934, a total of 226 school projects were undertaken in the 37 states east of the Rockies. According to Dodge, these buildings involved contracts amounting to \$10,389,900.

In 11 states west of the Rockies, 19 new school buildings were put under contract, and the total cost for 17 of these buildings will be \$2,038,331.

Of all of the school buildings put under contract during May, 66 were projects started through PWA, and 4 through FERA.

SCHOOL-BOND SALES

During the month of May, 1934, bonds for capital outlay were issued by school districts in the amount of \$2,866,850. Refunding bonds and short-term notes were issued in the sum of \$931,098. This latter financing represents a decided improvement in the general school-finance situation.

♦ Privately supported free-tuition schools of the country would be permitted to benefit from an appropriation of \$500,000,000 of federal relief funds for allotment to states, territories, and the District of Columbia, under a bill introduced in the House of Representatives by Representative Chase, of Minnesota. The bill would provide funds to assist in the maintenance of schools of less than college grade throughout the country.



UNIVERSITY DEMONSTRATION HIGH SCHOOL, MORGANTOWN, WEST VIRGINIA
Davis & Dunlap, Architects, Philadelphia, Pennsylvania.

A Model Demonstration High School

The University Demonstration High School for West Virginia University

A number of circumstances have combined to make the new building of the Demonstration High School for the University of West Virginia a building of unusual interest. The school serves three rural-school districts in close proximity to Morgantown and without high-school facilities of their own; it enjoys the advantages of an exceptional staff of trained and experienced teachers under the direction of a university group of professional supervisors; it has a forward-looking instructional program which is under constant revision and which involves valuable instructional experimentation.

The History of the Building

The erection of the building was made possible by a plan originating in the mind of Dr. J. N. Deahl and terminating in a legislative act, in April, 1927, enabling the Cass, Grant, and Union districts, near Morgantown, to assist in the construction and equipment of a high-school building on the lands of West Virginia University, by laying a levy of twenty-five cents during two years in each of the districts, to assist in the erection and equipment of a high school. The voters of the districts approved, by a good margin in the general election of November, 1928, the laying of the tax levies. The General Education Board of the Rockefeller Foundation contributed a sum equal to that raised by the two annual levies of the districts.

The residents of these rural districts had been without high-school facilities and were interested in sharing in the establishment of a consolidated high school at a low cost. The General Education Board was interested in the investment of its funds which offered unusual possibilities in teacher-training in a consolidated rural school with a typical unselected group of high-school pupils. As a laboratory to meet the

requirements for training high-school teachers, the project was attractive to the state since it was obtaining, without any cost to the state in construction and at a very low cost of maintenance, a modern and serviceable building on the campus of the State University.

The school is unique in organization, spirit, purpose, and operation. It has been made possible by the coöperative enterprise of three interesting groups and is mutually advantageous to each. The pupils of the school are drawn from the numerous one-teacher and a few graded rural schools in three typical West Virginia rural districts. For demonstration and experimental purposes a student body is furnished ideally suited to train teachers for exactly the

type of school into which a large percentage of them will go into service.

The school is located on what is commonly known as the crest of Observatory Hill or University Heights, overlooking the city of Morgantown and commanding a view unsurpassed for beauty. The site lends itself admirably both for landscaping and for the development of playgrounds and recreational facilities.

The Teaching and Learning Ideals

Mr. G. H. Colebank, principal of the school, has prepared the following outline of some of the underlying philosophy of teaching and learning in the school:



GENERAL VIEW OF BUILDING, UNIVERSITY DEMONSTRATION SCHOOL, MORGANTOWN, WEST VIRGINIA
Davis & Dunlap, Architects, Philadelphia, Pennsylvania.

1. The University Demonstration High School came into being to serve the State of West Virginia. Four groups working in the school with the general aim "to improve education in West Virginia" are cared for as follows:

a) Students are given freedom to develop all capacity which nature has given them. This opportunity for development is furthered by teachers who (1) provide desirable learning situations; (2) remove impediments to growth.

b) Student teachers are given opportunity to study student needs and learn how best to provide for these needs by: (1) finding suitable subject matter; (2) planning and carrying out learning experiments; (3) directing student-initiated learning activities.

c) High-school teachers find opportunity to demonstrate the best teaching procedures, and to collect criticisms and suggestions from students of education. Teachers have opportunity to direct and cooperate in experiments to find better ways of learning.

d) Supervisors are furnished a living laboratory in which to carry on studies.

2. The leaders of this school believe that men are moved more by what they like than by what they understand. For this reason the appreciation type of teaching is given a prominent place in the University Demonstration High School. It is desired that students who leave the school will find the best in music, literature, and art so satisfying that they will make it a part of their adult lives. Experiences with good school citizens will develop an appreciation of the good citizen; experience over a period of four years with teachers who are learners will develop a scientific attitude toward all problems.

The school cannot and should not be a section of outside life. In the school pupils will live more intensively than elsewhere; they will be protected from certain problems of adult life that they may develop more fully.

3. In secondary schools we are dealing with adolescents. We are working with girls and boys whose lives have become complicated beyond our realization oftentimes. Social situations in the family and economic conditions make their living a serious problem. The school, therefore, is filled with happy, profitable activity for every pupil. These activities grow out of the daily needs and desires of the pupils.

The whole-hearted cooperation of every department of the school is a reality before the best situation for learning can exist.

Participation in much well-directed activity is encouraged. The inclusion of all students is the desirable goal.

4. The content of the high-school courses centers around the life activities of the pupils. This content supported by a good program of guidance aids the

child to find himself rather than specialize for some particular profession.

A high degree of motivation plays a big part in the

school. For example, it motivates the children very much when they notice the presence of their teachers during some phase of the schoolwork.

The teachers of the school work with the "problem pupils" as long as there is any hope for their betterment.

Rich activities are encouraged in the place of formal recitations when the subject makes it possible.

5. Individual instruction is emphasized more than group instruction when the subject lends itself to the former method.

6. We believe in taking the pupils where we find them and then growth proceeds from that point for each child.

7. We aim to build the school into the life of the communities by developing ideals of good citizenship, correct relations and individuals to each other and to their county, state, and national governments.

Prepare pupils for a lifework by directing their thinking toward channels of their interests and toward channels that seem to be best suited to their abilities or aptitudes.

Build a curriculum that meets the several needs of the pupils in preparation for a more expansive career; that will develop the esthetic as well as the scientific trend of mind; that will serve as a basis for practical and scientific knowledge in the various ways in which the pupil is interested.

8. Teachers and pupils are friends and associates with common interests, common aims, sympathy, and understanding for each other. In much of the life of the school it is difficult to differentiate between pupil and teacher, except for the difference in age.

All pupil activities grow out of their everyday life experiences, thus enabling the children to do better the desirable things they are doing and lead to an extension of present insights, abilities, attitudes, and ideals.

9. Learning is an individual matter and it is only by making it an individual matter to each pupil that real progress can be made.

Pupils have freedom to allocate or budget their time according to their felt needs.

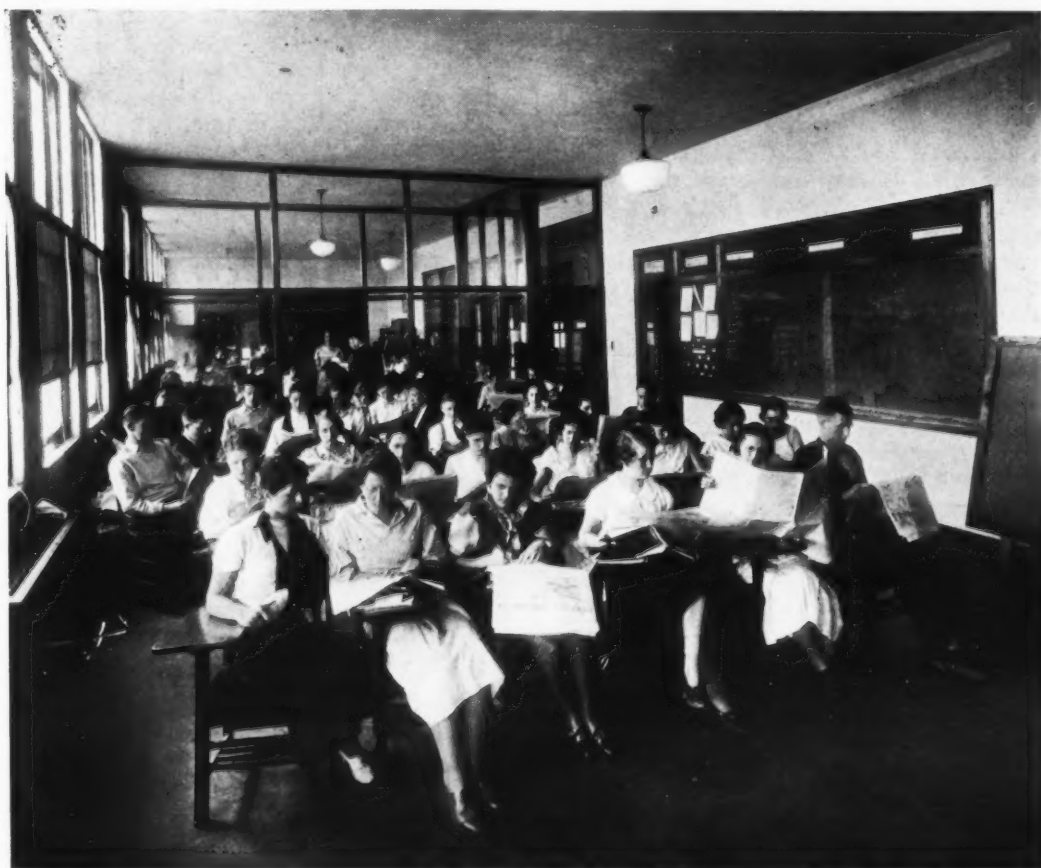
The outcomes of learning in the school are evaluated by the changes in the life of the communities represented in the school.

10. Every plan and decision made in the supervision and administration of the school is determined in its



DETAILS OF MAIN ENTRANCE, UNIVERSITY DEMONSTRATION HIGH SCHOOL.
MORGANTOWN, WEST VIRGINIA

Davis & Dunlap, Architects, Philadelphia, Pennsylvania.

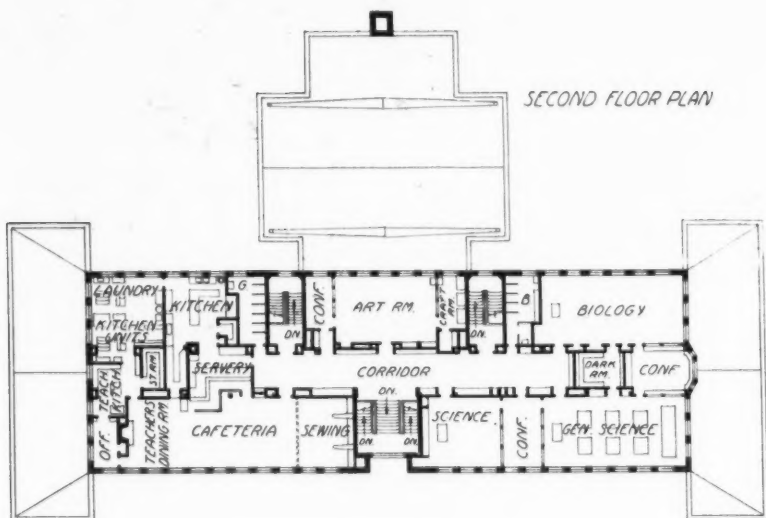


TWIN CLASSROOMS WITH CONFERENCE, UNIVERSITY DEMONSTRATION HIGH SCHOOL.
MORGANTOWN, WEST VIRGINIA

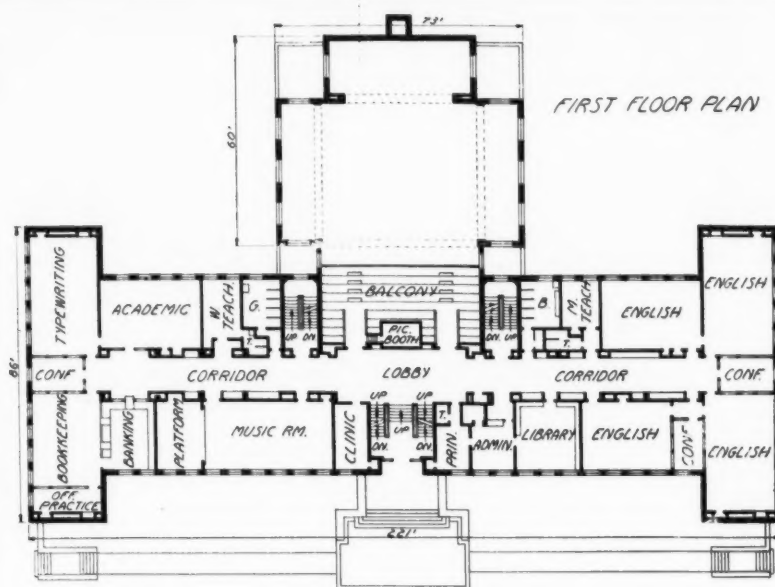
Room between; in the foreground pupils are studying the daily newspaper. In the conference room other members of same group are studying a one-act play directed by a student teacher. In the background there is another group of pupils studying English. To right of room in the rear there is another conference room.



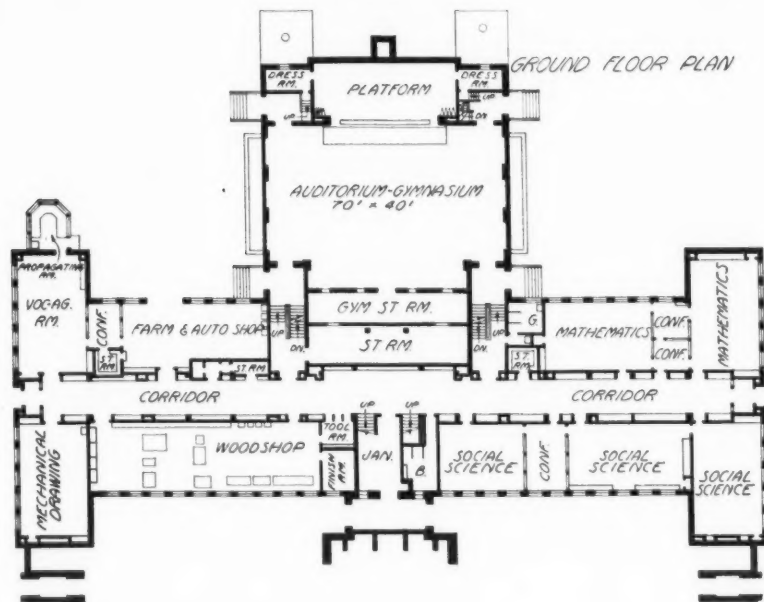
MAIN CORRIDOR ON SECOND FLOOR



SECOND FLOOR PLAN



FIRST FLOOR PLAN



GROUND FLOOR PLAN

DEMONSTRATION HIGH SCHOOL, MORGANTOWN, WEST VIRGINIA
Davis & Dunlap, Architects, Philadelphia, Pennsylvania

last analysis by its effect upon the educational growth and development of the pupils.

11. We aim to demonstrate how a superior school can be maintained at a reasonable cost to the state, the parents, and pupils.

The Building

The building which meets the standards of the American Institute of Architects for a Type A structure, is built entirely of fire-resistive materials, including the roof, windows, doors, floors, and finish. The walls are of brick, trimmed with Indiana limestone; the floors and roof are of reinforced concrete; the interior walls not likely to be changed are of cinder-concrete blocks, and partitions which probably may be changed are of pyrobar.

Corridor floors are of terrazzo; the auditorium and shop floors are cellized oak blocks; toilet and dressing-room floors are of marble; classroom floors are asphalt tile. The corridor wainscot is glazed tile; the main entrance and stairway wainscot is marble. The glass partitions between the instructional rooms are of oak and the wood trim generally is of oak. The classrooms have natural slate blackboards.

The construction throughout was supervised by Mr. A. Soupar, who has been for many years in charge of the construction of state buildings and who holds that this building for substantial construction has no equal in the state.

The building is three stories high with the first floor on a level with the site. A small basement, for the boiler room and for the boys' and girls' lockers, showers, and dressing room, is the only portion below ground level. However, these units are well lighted and ventilated. The

floor plans do not show these locker, shower, and dressing rooms which are well planned and ample in size for the capacity of the building.

The low-pressure boiler rooms furnish vacuum steam heat for a modern heating and unit-ventilation system which is considered by expert engineers to be the most satisfactory method of mechanical ventilation. By this system a constant and ample supply of fresh air is drawn directly into each room.

A summary of the outstanding features of the building, along with the floor plans and pictures, will present a fair understanding of this modern structure. The building is symmetrical and pleasing to the eye, without extensive and costly ornamentation, in harmony with the architectural and landscape setting. The building is planned to permit of an unusually high percentage of instructional efficiency and utilization. The main entrance is at the point of most ready access to the administration offices and to the general assembly room. Four separate entrances from the outside to the gymnasium, general assembly room, in addition to the main entrance, are provided.

Ample, well-planned space, much above the average high school, provides for the more practical arts such as home economics, commerce, industrial arts, and applied art. A great deal of the emphasis in the school's learning activities centers in these departments.

The small conference rooms, one to three in each department, with their glass partitions and wood bases, are especially adapted to the needs of training-school purposes.

The various units are planned and correlated for efficient instructional purposes. The classrooms are amply provided with built-in cupboards, cabinets, storage rooms, shelving, and exhibit cases thus making very desirable pupil and teacher workshop rooms. For example, the art room with one side almost entirely of glass, has boothlike alcoves at each end, opening into the corridor. Here exhibits of work completely done may be shown, and students may work in art-metal design, pottery, or bookbinding.

Space for individual student lockers of full height is provided in the corridors on each floor.

The building is planned and designed for economic administration, efficient educational activities, and for a diversified program of studies meeting the needs of all pupils. The furniture and equipment are especially selected and include many items of movable type which especially meet the needs of an activity school.

Facts About the Building

Plans and specifications approved March 26, 1930.
General contract signed July 16, 1930.
Building approved for occupancy September 7, 1933.
Building occupied September 20, 1933.
Student capacity, 500.
Total number of instructional units, 37.
Total number of auxiliary units, 22.
Total cost of building, \$285,387.35.

The architects were Messrs. Davis and Dunlap, Philadelphia, Pa. The educational planning of the building was led by Mr. G. H. Colebank, principal of the school, assisted by the faculty of the Department of Education of the University.



HAMILTON HIGH SCHOOL, HAMILTON, MASSACHUSETTS
Charles G. Loring, Architect, Boston, Massachusetts.

A *Small* Six-Year High School

The small high school, contrary to popular opinion, is as difficult to plan as is the very large secondary-school structure. While the building appears to be simple, it involves problems in the arrangement of spaces that can be readily overlooked in the huge urban building but which must be solved with perfect nicety if the school is to be served with efficiency and economy.

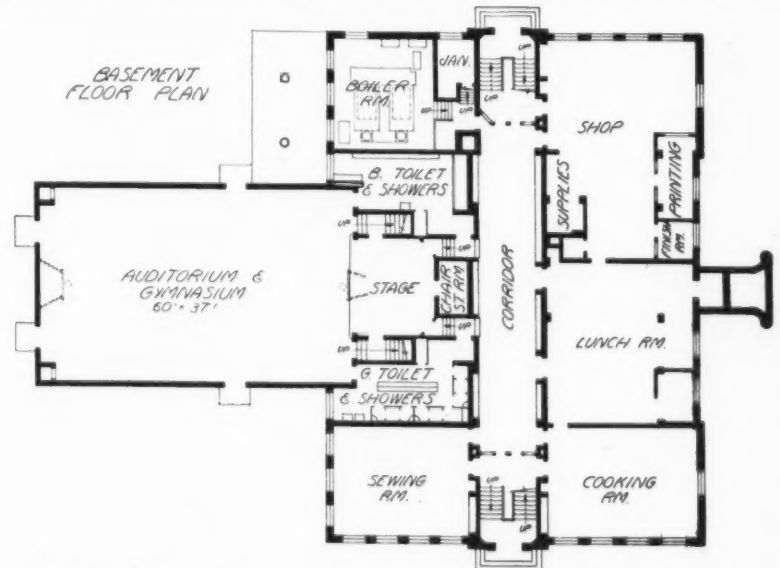
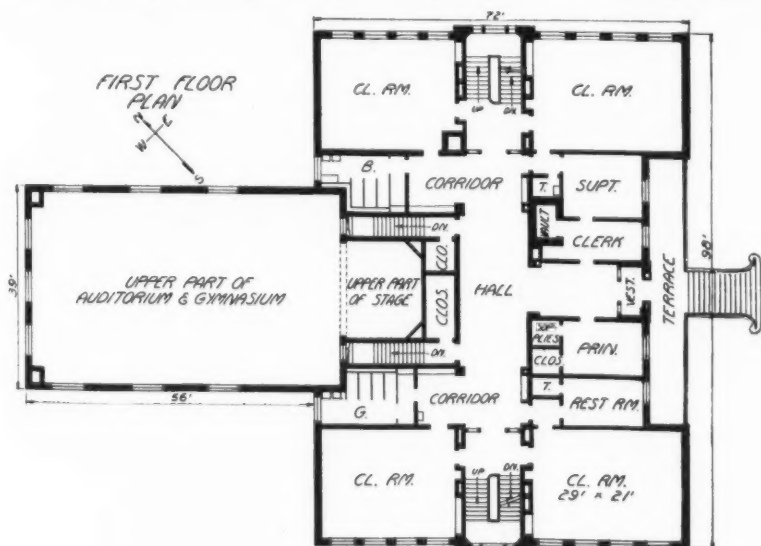
A small high-school building satisfactory from the standpoint of planning, housing a full

six-year school and offering a complete program of instruction is the new junior-senior high school at Hamilton, Mass. The building was planned to meet the rigid building and educational requirements of the Massachusetts State Department for a comprehensive six-year high school in which every phase of academic, practical arts, and physical education is given due attention.

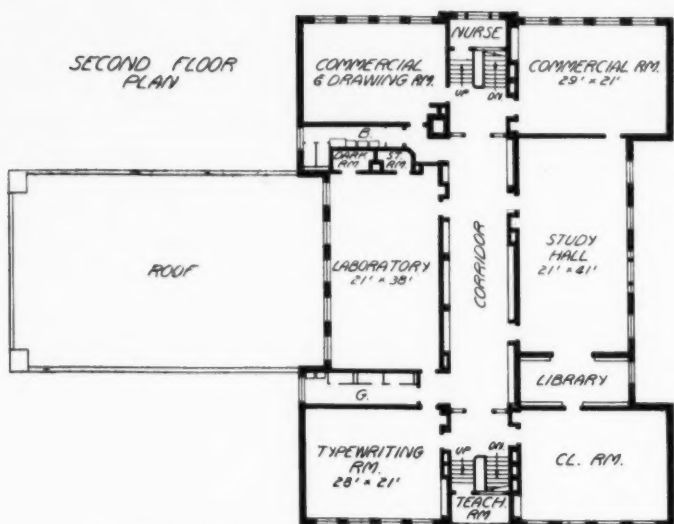
The building, which is 98 by 121 ft. over all, is so arranged that the ground floor has full-

length windows and can be used for instructional purposes. The exterior walls and the floor construction are fireproof red-shale brick, while a minimum of stone trim is used on the outside and salt-glazed brick is used in the corridors, toilets, and gymnasium. The exterior trim is granite for the belt course, and the front steps are limestone for the upper trim.

The ground floor contains an auditorium-gymnasium, measuring 60 by 37 ft., with a stage measuring 15 by 19 ft. The room has



HAMILTON HIGH SCHOOL, HAMILTON, MASSACHUSETTS
Charles G. Loring, Architect, Boston, Massachusetts.



HAMILTON HIGH SCHOOL, HAMILTON, MASSACHUSETTS
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separate exits from the rear and the side and may be used without opening the balance of the building. On the same floor there is a shop 30 by 42 ft. in size, with an alcove for supplies and small inclosed areas for wood finishing and printing. The room is fitted for woodwork, sheet-metal work, elementary metal work, and printing. The lunchroom, which measures 31 by 29 ft., includes a small kitchen and storeroom. Adjoining it there is a cooking laboratory, and a sewing room. A boiler room, toilets, shower rooms, and storage rooms are also located on the ground floor.

On the first floor there are two classrooms, measuring 21 by 26 ft., for 30 pupils each. Adjoining the main entrance to the left there is an office for the principal and beyond it a restroom, and to the right an office for the clerk of the school committee and a private office for the superintendent of schools. On this floor there are also boys' and girls' toilets and storerooms.

Wood floors are used in the auditorium-gymnasium stage and in the shop. Cement floors are placed in the boiler room, and compo-tile floors and terrazzo floors in the toilets and showers. The windows are Austral-sash type. The rooms are plastered and wood trim has been reduced to a minimum.

The building is heated with low-pressure steam furnished by two boilers. Ventilation is provided by unit ventilators.

The building contains 321,000 cubic feet, and cost, including the heating, plumbing, and wiring, concrete walks and drives, but not the furnishings or the architectural fees, \$104,791. The contract was signed on July 10, 1931, and the building was erected in the fall and winter.

The structure was designed by Mr. Charles G. Loring, Boston, and the local building committee included Messrs. Jonathan Lamson, F. C. Holland, L. Haskell, G. S. Mandell, and George Smith.

The main room on the second floor is a study hall, which serves also for library purposes. It measures 21 by 42 ft. and has adjoining it a small stockroom. On this same floor there are a classroom for 35 pupils, a commercial room for 30, a drawing room for 20, and a typewriting room for 30 pupils. A general laboratory measuring 38 by 21 ft. occupies the space above the stage.

The building has been very carefully studied to adjust the finish in each department to the particular use. Thus, compo-tile floors are used in the corridors, in the laboratory, in the study hall, in the classrooms, sewing room, etc.

Remove fire hazards by repairing the flues. All flues should extend to the ground and have fireproof tile lining.

Replace defective stovepipe and rivet joints.

Repair stoves, and provide for pan of water on stove. Install jacketed stove if possible or place a homemade jacket around the stove. Place metal sheet or concrete beneath stove.

Repair or replace worn flooring boards. Flat-grain pine is not suitable for school floors. Edge-grain pine or hardwood should be used. Floors should be kept well oiled or waxed.

Each classroom should have from 20 to 40 linear feet of good blackboard. Most worn boards can be restored by applying liquid slating. If the boards are too far gone, they should be replaced with new blackboards or tack boards. Pulp blackboards should be suspended from the top with expansion space left at bottom and ends.

Built-in bookshelves should be provided in every classroom.

Desks should be repaired by combining good portions of broken desks, tightening up all screws, and refinishing.

Desks should be arranged so the pupils will receive light from their left, or if windows are on two sides, from the left and rear. It is important that every child be provided with a seat and desk of the proper height. His feet should touch the floor, the desk should be at elbow height when upper arm is vertical and the seat should underlap the desk by about one or two inches.

If the structure of the building will permit, the windows should be rearranged on one side of the classroom and up against the ceiling.

Ventilation can be improved by window deflectors and breeze openings. If window sills are the proper height, use glass deflectors; if the sills are too low, use wood or opaque deflectors.

Exterior Painting

Before any painting is done, the building should be carefully repaired and put in good condition.

The surfaces should be thoroughly clean and dry before applying paint.

All loose and cracked paint should be removed before painting, using steel brush, blowtorch, or paint remover.

Knot or sap places in woodwork should be filled with pure grain alcohol shellac. All nail holes, cracks, and other defects should be filled with putty between coats.

Exterior paint should be thinned with the best grade of linseed oil. Never use gasoline or kerosene in thinning exterior paint.

The first coat should have plenty of oil. The second coat should be thicker. Two coats will usually be sufficient on old work unless the surface is in bad condition. The rule should be two coats every four years. Certain portions of the building which are subjected to severe conditions should be painted every two or three years.

Paint both ends of exterior doors and paint or oil the edges of the window sash.

Among the approved exterior color schemes are: Solid white, white trimmed in gray, light gray trimmed in white, and bungalow brown trimmed in white or cream. Where undressed weather boarding has been used, or raw wood has been exposed to the weather for a long period, it will probably be advisable to use bungalow brown stain.

Wood shingles should be stained.

Interior Painting

Interior repairs should be made and the surfaces to be painted should be clean and dry before applying paint. Remove loose paint.

Flat oil-base paint should be used in the interior. Interior paint should not be thinned with linseed oil, as it will give it a gloss finish. If it is necessary to thin the paint, use not more than a pint of turpentine to a gallon of paint.

Two-coat work is preferable. Size unpainted plaster before painting.

Classroom walls and ceilings should be painted in light colors to improve the light reflection and diffusion. The wainscoting should be darker to avoid too much reflection below the eye level.

Approved color schemes may be had from the various departments of education. The following colors are satisfactory: ceilings: light cream or light ivory; walls: rich cream, light buff, light tan, or ivory tan; wainscoting (below window sills and chalk rails); tan or brown; wood trim (including wainscoting if wood) oak stain.

Paint Specifications

Unless a skilled painter is employed, it will probably be more satisfactory to buy ready-mixed paint. The best grades of paint should be purchased from reliable dealers and manufacturers.

Lamp black should never be used in interior school paint as it greatly reduces the light reflection. If a warm gray is desired, it can be prepared by mixing red, green, and white.

Suggestions for the Rehabilitation of School Plants

School boards will find of considerable value an outline of suggestions for the repair, repainting, and general rehabilitation of school buildings, just issued by Mr. S. L. Smith, director of the Julius Rosenwald Foundation and the Interstate School Building Service, Nashville, Tenn. These closely related organizations have been responsible for the publicity which has been given to the improvement of school-building planning and construction throughout the South. The recommendations which they now make are based on an intimate familiarity with the physical condition of some 10,000 school buildings subsidized by the Julius Rosenwald Foundation. The recommendations are as follows:

Improvement of School Grounds

Clean off the rubbish, loose rocks, and unsightly objects.

Grade and surface walks from road to schoolhouse and from the schoolhouse to all outbuildings and well.

Grade and terrace school grounds; use retaining walls where necessary to prevent washing.

Repair and paint fence if grounds are inclosed.

Lay out play fields: volley ball, playground ball, basketball, etc.

Lay out garden and agricultural plots wherever necessary.

Plant shade trees in corners of the grounds and shrubbery about the building, at the intersections of walks and ground lines, and as screens to outbuildings. Trees and shrubbery should not interfere with playgrounds nor reduce the light in classrooms.

All area not otherwise used should be set in grass.

Water Supply

It is essential that there be an ample supply of pure water on the school grounds for drinking and washing.

Have water analyzed annually by department of health.

If local well is used, install proper curb and cover to keep out surface water. If no water is available on school grounds, a well should be dug or bored.

Outbuildings

If pit toilet is used, the pit should be 6 or 8 feet deep. It is essential that there be seat covers and that the toilets be fly-tight from the seat down.

Cast-iron risers and concrete floors are recommended. There should be no possible drainage to the school or neighbor's water supply.

Repair and paint the toilet building inside and out. A fuel house should be provided and painted.

Exterior Repairs

Repair all roof leaks or replace the roof if it is not worth repairs.

Repair porches and steps. Use concrete where buildings seem to be permanently located.

Protect building with gutters and downspouts.

Make buildings safe and more comfortable by underpinning.

Repair weather boarding and replace broken or decayed boards where needed.

Repair doors and door hardware; bolt doors together where they are pulling apart.

Repair windows by replacing decayed portions of sash and frames, and replace all broken window glass, fastened with both sprigs and putty.

Interior Repairs

Repair all broken plaster and fill cracks.

Securely fasten all wood ceiling and wood trim.

Repair or replace window shades on the sunny sides of the house. Window shades should be of light tan or buff translucent material. A window should have two shades fixed at the middle, one rolling up and the other down; or be adjustable so as to cover any portion of the window. If there is a single roll shade, it should be fixed about ten inches below the window top.

School Administration in Action

Service vs Price as a Measure of School-Supplies Economy

H. E. Jenkins, Superintendent of Schools, Girard, Kansas

"The proof of the pudding is in the eating." And the proof of the utility and real economy of school supplies is in their test and use under school conditions.

It is lamentably true that too much emphasis has been placed on *price*; the lowest bid is too often the successful bid even in prosperous times, without regard to service given. In times of stress and economic pressure educational ends are many times forgotten in drastic attempts to reduce the budget, with the result that the funds expended are largely wasted.

No one would attempt to hold that budget reductions are not essential; but this is all the more the reason that the few funds remaining in the budget be well spent—for real service.

It is probably inevitable that the cost of goods receive the major consideration; and price must always be carefully considered. However true this may be, it is indeed equally true that emphasis on price alone does not mean true economy. It may mean sweat-shop labor, child labor, and the like; practices that the public schools can ill afford to foster.

In an effort to devise fair methods of testing school supplies for their true economy and worth, some superintendents carried on investigations at intervals last year, with some surprising results. It was discovered immediately that the matter of testing before purchasing presented a variety of difficulties: some products vary in quality as well as price; some come in readily usable forms, others do not; some come properly packed and packed in usable quantities, others in unwieldy packing; some products require *more labor* for their utilization than others, etc. When one carefully investigates the matter, it is readily apparent that there are many factors in school-supply economy and service other than price; and it is also apparent that one may easily be deceived by false economies, without real knowledge of the products.

Therefore, in the investigations mentioned, it was decided to test all products for the "end cost"—the cost for satisfactory service. Included in the ideal of satisfactory service was the *standing of the firm* that supplies the goods; for goods purchased from fly-by-night concerns are often the most costly in the end, even though lower priced.

Two of the tests follow. They are illustrative of the real economies that may be accomplished by careful testing.

Test 1. Paper Towels and Toilet Paper

The unit outlay for paper towels and toilet paper varies, according to a recent questionnaire inquiry, from very low per-pupil costs to extremely high costs. Accordingly a thorough test of the most common types and brands was made to determine the type and brand that would give satisfactory service for least cost. All claims for each product were disregarded; testimonials, stating that each brand had actually saved money above each of the others, were ignored; and each firm interested was in-

vited to submit samples—which samples were paid for by the school making the investigation.

1. Samples sufficient for a ten-day trial were purchased.

2. The proper type of dispenser was obtained for each paper.

3. Each paper was used for ten days in the same lavatory.

Care was taken to see that conditions were the same for each; the enrollment was checked to see that it was approximately constant; the weather was checked to see that it was approximately the same, since more paper is used in bad weather; the dispenser of each paper was placed in the same location on the same wall in each case; the dispensing machines were kept filled at all times, etc.

4. The labor required for each type of paper was recorded; that is, how many times refills were necessary.

5. The total cost for paper for the ten-day trial was computed.

The results, when compiled, indicated that each paper had furnished very satisfactory service. This was expected, since only advertised goods from reputable firms were used. Undoubtedly, some papers were of much better quality than others, but each one gave *satisfactory* service. However, in the matter of cost for the ten-day period, there was a striking variation. This variation is shown in Table I.

TABLE I. Cost for a Ten-Day Trial of Various Brand and Types of Paper-Towel Papers

Brand	Type	Cost for Satisfactory Service	
		Per Day	Ten Days
A	Cut towel	\$0.50	\$5.00
B	Roll towel	\$0.26	\$2.60
C	Roll towel	\$0.155	\$1.55

This does not mean that in every case it is economy to use roll towels; but it does mean that in the situation where the test was made, Brand C, a roll towel, costing 15 cents a day for one lavatory for satisfactory service as compared to 26 and 50 cents, is the best purchase.

Test 2. Construction Paper

In the school testing this paper, construction paper is furnished to elementary-grade and junior-high-school children, hence it is a considerable item in the budget. Again there is much variation in the grade and quality of the papers, in color, in texture, in price, etc. The test was conducted as follows:

1. Samples were obtained from various reputable firms; firms who when they sell a package as containing 50 sheets, actually *deliver* a package containing 50 sheets; and of the same standard and quality as the sample.

2. Samples of one color, red, were distributed to elementary and art teachers for test and use. Care was taken to see that no trade-marks, brands, prices, firm names, etc., were on the samples.

3. Teachers were requested to select the best paper suited for their work, and to give the reasons why it was the best.

Surprisingly enough, the paper selected by all

(Concluded on Page 72)

WHO MAKES OUR SCHOOL LAWS?

J. F. Hines, Deputy State Superintendent,
Pierre, South Dakota

Not long since a judge in South Dakota made the comment that our laws would always be of their present quality unless we change our law-making bodies. He went on to explain that legislators had only to secure enough votes to win in order to be eligible to repeal or enact laws.

At first thought his statement sounds critical of our best interests. Reflection, however, convinces one that he has stated a fact and not a theory. He does not even imply that the system is undesirable.

Anyone who has attempted to follow school legislation in any state is aware of the conflicting provisions of the statutes. Each legislature attempts to straighten out the tangles by amending or repealing sections of laws and also by making additions. Long after adjournment the changes take effect and the interpreters of law attempt to reconcile the new provisions with existing conditions and earlier laws.

Comment need not be made here of the manner in which laws are born. They are the result of endless conferences, compromises, and influences. The members of the legislature must constantly be on the alert lest a new law, passed to remedy a particular situation, may not create a worse situation.

The charge, often made, that school laws are made by men and women out of sympathy with the actual conditions is hardly borne out by the facts.

Listing the occupations as given by themselves, we find the membership made up largely of farmers and stock raisers which would be the leading occupation in a state like South Dakota. They are as follows:

	Senate	House
Farming and Stock Raising	22	61
Law	9	9
Merchandising	4	1
Newspaper	1	2
Auto Dealers	1	1
Butter Maker	1	0
Teacher	1	1
Implement Dealer	1	1
Abstracter	0	1
Chiropractor	0	1
Hotel	0	3
Druggist	0	3
Lumber Dealer	0	4
Barber	0	1
Undertaker	0	2
Jeweler	0	1
Insurance	0	2
Real Estate	0	1
Auctioneer	0	1
Veterinary	0	1
Railroad Man	0	1
Miner	0	1
Medical Profession	0	1
Miscellaneous	0	1
Not Stated	5	2
Total	45	103

It is possible to classify these again. For instance, four listed themselves as "farmers and bankers" and are here shown as farmers. One point is clear, though, and that is that teachers do not make the school laws, and while lawyers are charged with it that, too, seems not true.

It might be well to look at these same people from the standpoint of training. With the data as given by themselves, we find:

	Senate	House
Common-School Training	13	48
High School	9	10
College	22	43

In no case does this mean they are necessarily graduates but it does show quite a high grade of training, especially in the senate. Compositely there are 42 per cent who received their scholastic training in the common schools; and 44 per cent have attended college. Three members of the Senate were foreign-born and nine of the House were naturalized here.

THE AMERICAN School Board Journal

EDITORS:



WM. GEO. BRUCE

WM. C. BRUCE

Status of the Nation's School-Finance Situation

IN ORDER to obtain authentic information on the school-finance situation, the editor of this Journal invited an expression from the several state superintendents of public instruction. The questions submitted related to the matter of appropriations of city school systems, the restoration of salaries and the reemployment of teacher service, the question of capital investment, and the problem of taxation.

Taking the testimony of the school officials of 48 states in their entirety, the situation becomes at once promising and encouraging. The period of cutting and slashing school budgets has largely come to a halt, and the turning point has been reached.

Thus, it is found that there is a tendency to increase appropriations, to restore salaries, to plan new structures, and to find a general easement in the school-finance situation. In making this statement, the fact that there are still some gloomy spots cannot be ignored. But in viewing the situation, as a whole, there are symptoms of a returning confidence and an improvement in the tax situation.

In examining the expressions of the several state superintendents of public instruction, which appear in another column of this publication, it is found that state legislatures have been alive to the situation and have brought the larger units to the rescue of the smaller. Thus, the resources of the states, as a whole, have come to the aid of the localities.

Some of the states have come to the realization that the solution to the problem must begin at the beginning, namely, the change in the tax laws whereby not only greater equity is achieved but a greater adequacy of public revenue and a consequent better support for the schools.

Here it has become apparent that the property tax has been overstrained and that other sources of tax returns must be discovered and applied. While many states have an income-tax system in successful operation, many more are as yet undecided as to its acceptance. In some of these the sales tax has come into vogue in a somewhat experimental manner. Its efficacy has not as yet been fully demonstrated.

It is gratifying to note that where the sales tax has been inaugurated it is designed to help the school-finance situation. Unquestionably more legislation, contemplating relief where relief will be needed, will be enacted. Equally gratifying is the fact that tax delinquencies are lessening and that the general economic situation of the country is becoming easier and is a readier response to the meeting of tax obligations.

Finally, it must be added that the people of the United States are alive to the importance of sustaining their schools upon an adequately efficient basis. The indications are that public sentiment has been growing in this direction and will be reflected in the state legislation to be engaged in during the ensuing year.

Present Status of the School Superintendency Office

A REVIEW of the school field for recent months throughout the country reveals the fact that, wherever changes in the superintendency office have been undertaken, these have been attended with more or less friction and sometimes with embarrassing happenings.

The disturbed condition of the public mind, which has been reflected in the attitude of the school authorities, is in part the cause for some of the changes sought in educational leadership. On the other hand, superintendents have seemed to be more anxious than ever to hold their office, apparently because they do not find

promising opportunity for acceptable appointment elsewhere. In brief, there are fewer shifts and changes, due to the conservatism that has come into the school field.

If things do not run smoothly from a financial and administrative point of view, somebody must be blamed. The superintendent of schools stands in an exposed position. He has the board of education and the teaching corps, as well as the public and the press to contend with. If he champions high standards of efficiency, he encounters the disgruntled taxpayer. If he holds to a policy of retrenchment, he antagonizes the schoolworkers. If he stands for professional efficiency upon a broad basis, he may run counter to the home-town talent. If he differs with the policy of the board of education, he may be charged with a lack of cooperation.

In every community there are those who approve the work of the superintendent, and those who do not. Sometimes the attitude of the citizen is based upon his personal likes and dislikes of the school executive, and not upon the merits of the case in hand. Thus, the dropping of a school superintendent may be attended by a division of public opinion. The pros and cons fall into separate camps.

The embarrassing situation is reached where one group of citizens demands removal of the superintendent and the other his retention. This situation is further aggravated when the board of education either demands a resignation or resorts to a peremptory dismissal.

There is reason to believe that the modern school superintendent must employ greater diplomacy and tact than ever before if he is to succeed in an exacting position. The problem of finding the adjustment between the integrity of the school system on the one hand, and the school-finance situation on the other, is ever before him. In dealing with the factors and forces that surround him, he must exercise rare skill and judgment.

At any rate, the migration from the rural to the urban center, and the long jumps which have transferred the superintendent from one section of the country to another, have come to a temporary halt. At the same time, there has been a tendency to recognize local talent to a greater degree, and to fill vacancies by promoting those already in the service of the local school system.

The thought, which enters here, is whether there is not, on the whole, a tendency toward a longer tenure of service and thus a greater stabilization of the superintendency office.

Radicalism in the Field of School Administration

THE machinery which has been set up for the administration of the country's system of popular education has become an established agency. It is not the thought of a day or a month, but the evolution of time and experience. The modern board of education is a fixed and established institution. It has demonstrated its utility, its efficiency, and serviceability.

Here it must be admitted that in the earlier stages of its being the board of education was, in instances, a cumbersome and poorly constructed device. With the passing of time when experiment and experience began to assert themselves the modifications followed. Large and cumbersome bodies were reduced to more workable sizes; district and ward representation was replaced by representation at large; long tenure followed short terms of service.

In other words, a series of refinements followed. These not only applied to the matter of numbers, tenure, and representation, but they also applied to the alignments and relationships as to the professional factors of a school system. The scope and function of the board of education was not only brought into clearer relief but the authority of the educational executive was established.

Thus, while the modern board of education is a fixed fact in the field of popular education, and one which is recognized as a vital and indispensable factor in the government of the schools, there are those who not only seek to belittle its services but who actually recommend its destruction.

In the building of the machinery which today controls a decentralized system of school administration in this country, it has from time to time become apparent that radical reforms are not feasible or desirable. Those who have made the attempt have usually failed. In the nature of things common sense, and the objectives to be achieved, dictate not only the administrative structure but the mode of procedure as well.

If, then, the modern board of education is not susceptible to radical reconstruction, the most sensational thing is to urge its abolition. It has been a favorite indoor sport for certain educators, seated on the pedestal of a college professorship and in nowise connected with popular education, to direct shots of opposition at the modern board of education.

Some of the sputterings of these self-appointed guardians of professional educators are amusing in that they usually end in ridiculous palaver and subterfuge. They urge the extinction of the school board. What instrument or agency do they propose instead? Some of these are unique. One of the foremost and loudest of these reformers suggests that the mayor and city council shall select the superintendent of schools who shall govern the schools.

At this point we ask, Was there ever a mayor or city council free from political considerations in any of the appointments engaged in? Is a city council committee competent to supply the administrative service demanded by a school system? Is a board of education less capable than a mayor or a city council to name a school superintendent, and perform the administrative labors that concern a school system? Is it not a fact that the proposed change tends to plunge the schools headlong into the mire of political contention?

The proposal of the radical, sensational, and meddling professors who contemplate the abolition of the modern board of education without offering an adequate substitute is so fallacious as to warrant little attention at the hands of a thoughtful public. The present set-up has fully justified its being and until some machinery is devised which is better and more efficient than the modern board of education this body will continue to function as the administrator of the nation's schools.

School Architecture as an Aid to Education

SOMEONE has wisely said that "fine buildings do not make good schools any more than a house makes a home." And yet to this statement must be added the thought that no school as such can function properly unless those who dispense education and those who receive it are safely and conveniently housed. More than that, the modern school cannot function up to its best possibilities unless the interior orientation and equipment conform to the operations carried on therein. A fine school building is not necessarily a convenient one, but in the last analysis, a good school building must be planned and constructed with the sole purpose in mind of facilitating the business carried on in it. The highly ornate in school architecture is usually superfluous, while the practical and utilitarian may be regarded as a necessity.

In discussing school architecture in its broader aspects, it may safely be contended that it has made a distinctive contribution to the cause of popular education in this country. No man can truthfully assert that the school building as such has not facilitated and promoted the labors carried on therein.

We saw a short time ago the suggestion made by a group of German educators that the planning of a schoolhouse ought to find its inception with the teachers who should outline the interior arrangement so as to suit the business of the school. That thought is very old in this country. It has for years been carried on and is in practical operations. No school district would attempt the erection of a building at this time without first securing a statement of the instructional needs and plans from teachers and school executives.

For more than a decade past, a further departure has been in practical operation. There is in the United States a small but well-defined group of professional educators who are devoting their lives to the development of a philosophy and a technique of school-building planning. While it is true that the philosophy is still fragmentary and the techniques are necessary in a state of constant change, there is a broad and quite sufficient scientific basis to make the services of these experts most desirable. While their recommendations are sometimes tinged with an excess of idealism, they insure a hitherto impossible degree of success, of efficiency, and of economy when their services are combined with the practical experience of school executives and of school architects.

In brief, in the United States the school is no longer fitted forcibly into a new school building, but the school building is fitted rather

ideally to the needs of the school. It may justly be said that American school architecture has arrived at a stage of efficiency that has not been attained in other countries. In the newer buildings, American children are being educated under conditions that contribute vastly to their educational, physical, and esthetic development.

Public Apathy and School Support

THERE can be little doubt in holding that pressing school projects have, in recent years, failed because of public apathy. It is true that economic conditions have not in all instances been promising enough to carry needed projects to a successful issue, but it is equally true that some failures have not been due to public apathy so much as they have to nonaction on the part of the school authorities.

There are many school systems throughout the United States where capital investments are either not necessary, or not feasible, owing to financial conditions. Here every dollar may be needed to simply operate the schools and keep things going. Good housekeeping demands rigid economy and a due regard for things that are imperatively essential.

It is not of a situation of this kind that we desire to speak here. We have in mind a situation where a growing school population demands the addition of more classrooms and where the tax ability of the community renders additions feasible and possible.

It is here that public apathy, or let us say public opposition, interferes with the realization of projects that have become an imperative need. The logic of such a situation demands an affirmative attitude on the part of those in charge of the schools. Unwarranted apathy must be broken down. The truth must be revealed aggressively. The public must be taken into the confidence of those intrusted with the administration of popular education.

Citizens' committees organized for the purpose of reducing taxes have their place and value in the scheme of things, but when the sole objective of such bodies becomes one of saving money regardless of consequences they inevitably prove harmful rather than beneficial. Citizens' committees organized for the purpose of studying the requirements of the local school system in the light of the tax ability of the community have usually come to an understanding.

Pre-election Promise and Post-Election Performance

SCHOOL elections are usually free from the noise and hurrah which attends a regular municipal campaign. They are more orderly and quiet. The candidates for school-board honors rely more largely upon their prestige and standing as citizens than upon platform promises or oratorical effort.

Beyond pledging himself to an efficient and economical administration of the school system, the school-board candidate can do little more without entering upon troubled waters. The temptation to commit himself on controversial questions, which may have entered the campaign, may be hard to resist. But such commitment may entail embarrassments later on.

In Mecklenburg County, North Carolina, the superintendent had become the campaign issue. Four citizens announced their candidacy for school-board membership, and in so doing pledged themselves, if elected, to fire the present superintendent of schools.

A fifth candidate refused to pledge himself. He said:

I do not wish to place myself in the embarrassing position of pledging myself to support or oppose anyone now employed by the county school board and, if elected, later find that I have pledged prematurely and unwisely. I do not doubt in the least, the sincerity of those with whom I have talked, who enthusiastically indorse or bitterly oppose the present administration, and am convinced that they are satisfied that they are right. They have also served to convince me that there are two sides to this question, both of which should be analyzed carefully, honestly, and with an open and unbiased mind, and the existing evils corrected. This duty, I am pledged to perform to the best of my ability, and desire to be elected only on the above conditions.

Without entering into the merits of the controversy which has been injected into the campaign, it remains that the fifth candidate is upon more tenable grounds than the other four. He may find upon a closer study of the subject that the opposition to the superintendent is founded upon prejudice and hearsay. Pre-election promises are presumably to be followed by post-election performances. Therefore, it is wiser to promise nothing that ought not to be performed.

School-Insurance Costs

J. C. Werner, Coraopolis, Pennsylvania

The decrease in tax collection which practically all school districts have experienced during the past four years has caused every item of expenditure to be scrutinized carefully. In this scrutiny insurance costs have received considerable attention. In a typical third-class district in western Pennsylvania an analysis of insurance expenditures for the 11-year period ending July 1, 1932, revealed that during this period the total amount of premiums paid amounted to \$15,154.03 while reimbursements for losses sustained during the same period amounted to \$148.69. This striking comparison naturally raised the question, "What is the situation in Pennsylvania?"

In seeking data to answer this question considerable difficulty was encountered due to lack of proper information concerning insurance costs and losses. Since 1924 the annual financial reports from the various districts to the Department of Public Instruction contain such data. These reports show that from 1924 to 1931, inclusive, the average annual insurance premium paid by the school districts of Pennsylvania, exclusive of Philadelphia and Pittsburgh, amounted to \$1,082,039.25 while the average annual loss sustained during the same period amounted to \$346,468.25. This comparison very clearly indicates that for the 8-year period the losses sustained amounted to 30.8 per cent of the premiums paid. Again the question arose, "Is Pennsylvania's experience in this respect unusual?"

Accordingly, insurance data were sought from 16 representative states in order that comparisons might be made. Again difficulty was encountered, and only seven states could give the desired information and in most cases only in part. A brief analysis of the data secured follows:

In Delaware, from 1925 to 1931, inclusive, the insurance premiums paid averaged slightly over \$21,000 annually. In 1929 the premiums totalled \$25,406.12, and the losses sustained amounted to \$900. This is the only year for which losses were available and indicated that 3.5 per cent of the premiums paid covered the said losses.

Typical State Costs

The Maryland State Department of Education was able to furnish data concerning the premiums paid during the period from 1926 to 1931, inclusive. No information was available concerning losses sustained during 1927 and 1929, consequently comparisons were based upon the data for the years 1926, 1928, 1930, and 1931. The average annual premium paid during these years amounted to \$84,612.90, while the average annual loss amounted to \$14,585.88, or 17.2 per cent of the premiums paid.

The report submitted by Missouri for the years 1927 to 1931, inclusive, indicated that the total premiums paid during the period amounted to \$2,400,000, while the losses sustained amounted to \$936,000, such losses representing 39 per cent of the premiums paid.

Data from Bulletin No. 2 of the National Association of Public-School Business Officials indicated that 18 cities in New Jersey during the period from 1930 to 1931 paid premiums amounting to \$680,224, while the losses amounted to \$33,825, or 4.1 per cent of the premiums paid.

In Texas data for the year 1931 indicated that the premiums paid amounted to \$774,629, while the losses sustained amounted to \$372,501. This amount represented 49.2 per cent of the premiums paid.

Virginia furnished the most complete data of the group, such data covering the years from 1925 to 1930, inclusive. The average annual premium paid during these years amounted to \$189,687.24, while the average annual loss for the same period amounted to \$145,924.89, or 77 per cent of the premiums paid.

The experience of these seven states indicates that the condition in Pennsylvania is not unusual; in fact, Pennsylvania's losses are somewhat less than the average for the eight states. All of the states studied use commercial insurance. During recent years articles have appeared which have urged state insurance in order to effect greater

economy in insurance costs. Does the experience of state insurance funds justify such assertions?

State Fund Experience

South Carolina created its fund in 1900 and its provisions called for free insurance on all property upon which five annual premiums had been paid when the surplus in the fund amounted to \$1,000,000. The rates charged were the same as those charged by commercial companies on similar risks. Since 1926 the surplus in the fund has permitted 60 per cent of the property insured to be carried free; and during the year ending September 30, 1931, exactly 70.1 per cent of the total insurance in effect was carried free.

Wisconsin created its insurance fund in 1903. The rates are the same as those charged by commercial companies on similar risks but the premiums collected amounted to only 60 per cent of corresponding commercial premiums. The surplus in the fund December 31, 1931, amounted to \$2,796,138.47, while the 40 per cent of the premiums not collected amounted to \$1,276,368.20. When this amount is added to the surplus in the fund, the total saving was \$4,072,507.67, whereas the total commercial premiums would have been \$4,522,678.86. Thus the creation of the state insurance fund has saved the taxpayers of Wisconsin 90 per cent of the premiums they would have been compelled to pay for commercial insurance.

Michigan created a state insurance fund in 1913. Payments into the fund were suspended by legislative enactment in 1921 and resumed in 1928 by order of the state administrative board. The auditor general's reports show that during the first seven years the contributions amounted to about \$75,000 annually and in 1921 the fund was approximately \$500,000 when payments were suspended. By 1928 this amount had decreased to about \$40,000. Payments were then resumed and on November 1, 1932, the fund amounted to slightly more than \$400,000. The nature of the data available does not make possible a comparison with commercial-insurance costs.

In 1917, Florida created the state fire-insurance fund. The rates were to be, as nearly as practicable, the same as those charged by licensed insurance companies on risks of a similar character. Payments into the fund on June 30, 1931, amounted to \$542,776.40, while expenditures amounted to \$153,268.44. The balance in the fund, \$389,507.96, represents a saving of 71.7 per cent.

A Court-Tested Fund

North Dakota created its state fire and tornado fund in 1919. This has been the only fund to have its constitutionality tested in the courts. The rates originally were the same as those charged by commercial companies. Since July 1, 1931, there has been a reduction of 25 per cent in the premiums collected. The financial report for the fund showed that on December 31, 1932, the surplus in the fund amounted to \$1,823,816.67. This surplus represented a saving of 56.9 per cent.

Alabama created its state insurance fund in 1923. The rates to be charged were to be comparable with those charged by commercial companies, while the premiums collected were to be 60 per cent of those collected by commercial companies. On September 30, 1931, the surplus in the fund amounted to \$222,140.48. By adding the 40 per cent of the premiums which were not collected, the total amount saved through the creation of the fund was \$868,742.95 and represented a saving of 50.2 per cent.

The group of states using commercial insurance had losses ranging from 3.5 per cent to 77 per cent of the premiums paid. This indicated that the commercial companies retained from 23 per cent to 96.5 per cent of the premiums paid. The state-insurance-fund group of states through the creation of their state funds have effected savings ranging from 50.2 per cent to 90 per cent of the total cost if commercial insurance had been used.

This comparison seems to indicate that the insurance rates which are charged by commercial companies on public-school property should be re-adjusted or public-school property placed in a separate classification with rates based upon losses. Such is not the case at present. If some readjustment is not made state insurance funds may be necessary to secure more economical protection.

A Service Standard for School Janitors

Dr. H. H. Kirk, superintendent of schools at Faribault, Minn., has prepared for the janitors in the schools under his direction, a statement of practical ideals of service and a series of suggestions for maintaining correct relations with teachers and pupils. He writes in part:

The janitor-engineer is an important person in the school system. His importance cannot be over-rated. A few months ago one of our leading insurance companies prepared a booklet which emphasizes the importance of the school custodian. I am in hearty agreement with the statements contained in that booklet.

Each of you has an important part to perform in the successful operation of the school system. Upon you depend to a large extent the safety, comfort, and health of the children attending school. More than this, the growth of a good school spirit is promoted or retarded by the attitude assumed by the janitor-engineer toward his work and toward pupils and teachers. You may be absolutely certain of my sincerity when I state that your work is of high importance.

Your task is a difficult one. You have many people to please. First of all, you have the responsibility of doing your work in a manner satisfactory to the board of education and superintendent. Next, you must work harmoniously with the principal and teachers in your building. Then you have the responsibility of creating and maintaining good will toward yourself on the part of the boys and girls in your building. Finally, the parents must like you and approve of your work. I hope again that you will consider me entirely sincere when I state that each and every one of you rates highly in these particulars.

Fundamentals

It is assumed that each of you already believes in certain fundamentals. These fundamentals as I see them are: (1) Cleanliness, (2) comfort, (3) sanitation, (4) safety, (5) economy.

Although you may not realize it during these difficult times school is the pleasantest place that many of our children see during the 24 hours of the day. Many homes are experiencing difficulty these days. The school building with its cleanliness and warmth, is an attractive spot. If to the cleanliness and warmth of our buildings, we can add freedom, from the possibility of disease, safety from accidents, and do all this for the lowest cost, we are performing satisfactorily a large part of our duties. I would urge you, therefore, to be even more careful in promoting cleanliness. Are your window sills clean? Are the desks dusted? Does dirt accumulate under radiators? Are the corners of rooms and stairways carefully brushed? Would soap and water occasionally improve the appearance of a door casing or a window pane? These are small matters but they are matters by which the public is accustomed to judge your work.

Is sufficient care taken that offensive odors do not come from the toilets? Do you allow brooms, mops, and baskets to remain in places where they offend the eye? Finally, are you practicing, so far as you are able, economy in the firing of your boilers? Do you fail to call leaking faucets or toilet fixtures to the attention of our chief engineer? Do you permit light to burn when it is not needed? Do you allow heat to escape to the outside when a few hours' work on the part of a carpenter would stop the leak?

All of these things are of the highest importance

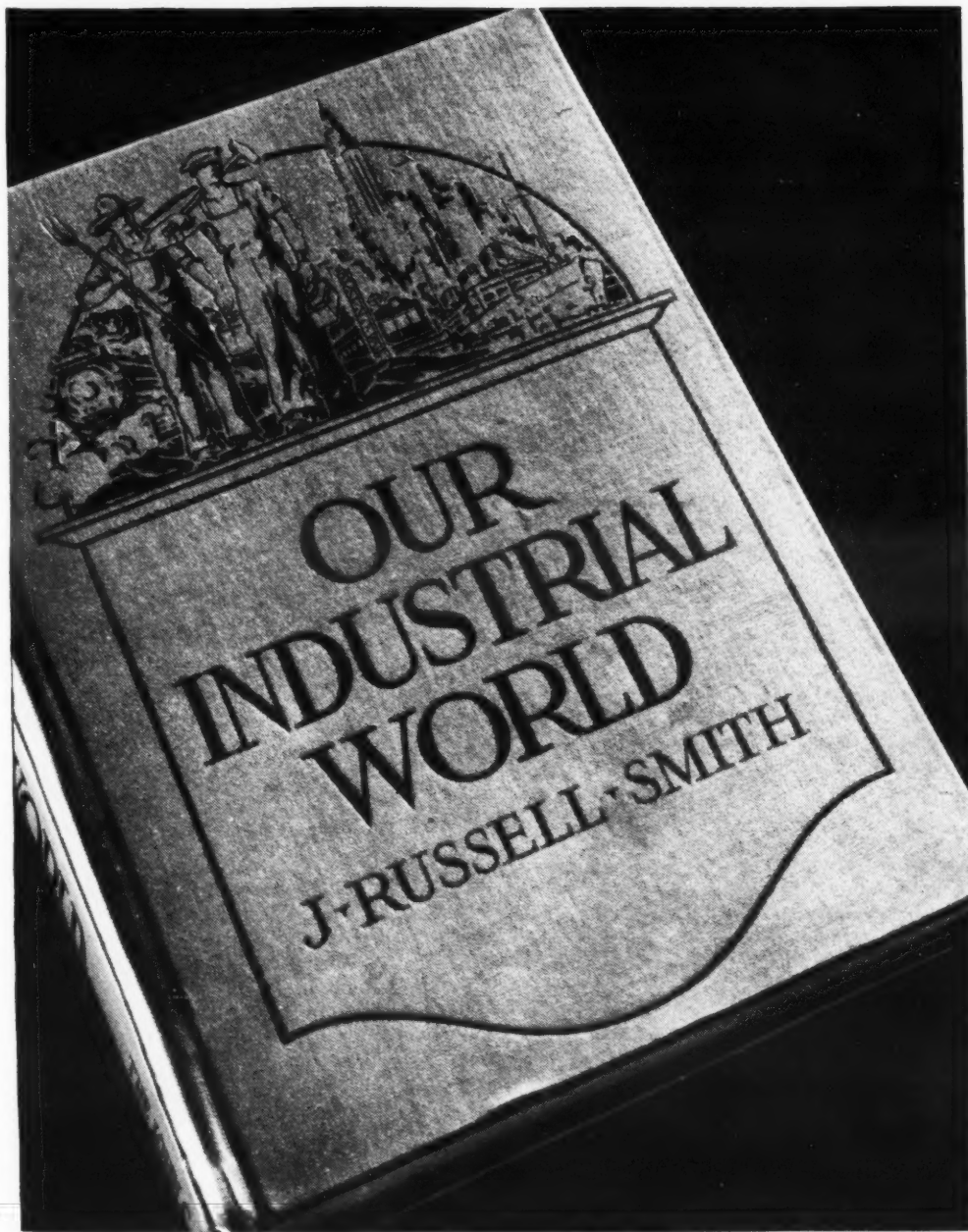
(Concluded on Page 46)

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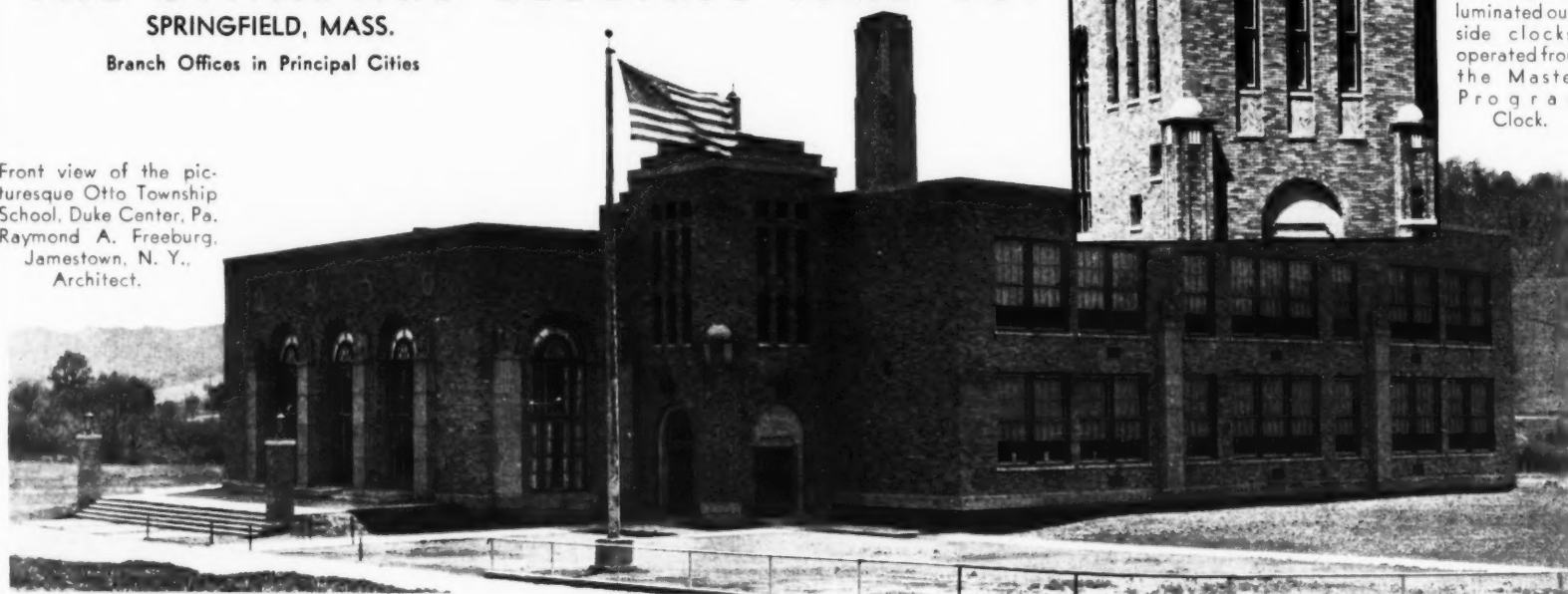
When Raymond A. Freeburg, noted school architect, designed the Otto Township School, he not only specified "Standard" equipment throughout for program and classroom clocks, telephone and laboratory experimental panel, but he went a step further and combined utility with architectural beauty by having illuminated outside clocks installed in the tower of this fine school.

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Front view of the picturesque Otto Township School, Duke Center, Pa. Raymond A. Freeburg, Jamestown, N. Y., Architect.



Close-up view of tower showing the "Standard" illuminated outside clocks, operated from the Master Program Clock.

(Concluded from Page 44)

and careful attention to them stamps you as a master of your job.

Repairs

The perfect janitor keeps his building in good repair without suggestions from the office. He reports such repairs when he has completed them, to the office or to the chief engineer. We like to know of things of this kind that you have done. The good janitor calls the attention of the superintendent or chief engineer to repairs that are too difficult for the janitor to perform. He is also not slow to make suggestions for the improvement of his building. Such suggestions may be made at any time to the person whose duty it is to authorize them.

In other words, every item of repairwork that can be done by the man in charge of the building, saves money which may be used for the purchase of supplies, or for the salaries of those working for the school system. The janitor as a repairman is a person of great importance in the school system.

Relationship with Teachers

The ideal janitor complies with all reasonable requests of teachers. He does not wait for directions from the chief engineer or superintendent but carries out the teacher's suggestions immediately. At odd times there are desks to be cleaned, seats to be taken up or put down, and window shades to be repaired. The teachers need assistance from time to time in the securing of necessary apparatus for projects or entertainments. The ideal janitor is helpful and does such things with a smile.

Perhaps a child becomes ill without warning and is obliged to vomit. No one enjoys cleaning a floor after such an experience. Nevertheless, the janitor is the only person in the building equipped to do such cleaning. The ideal janitor, when sent for in such an emergency, comes into the room with his mop and pail and with an agreeable face. In other words, he acts as if such things were daily happenings and as if he enjoyed cooperating with the teachers and pupils in this as well as in many other matters.

A child may spill a bottle of milk. Here again the ideal janitor never takes the attitude that since he did not create the disturbance, he is not responsible for removing the evidence. And I do not believe that such willingness to cooperate will add very many minutes to the janitor's working hours.

It pays big dividends to be watchful. The pupils look upon you as a friend. The teachers likewise consider you as a help in the school system. Those who have the responsibility for employing you are on the lookout for such evidences of worth. Promotion may come slowly but the man who is worthy will receive the advancement when the opportunity arises.

Leave the duty of supervising the children as they enter or leave the building absolutely to the teachers. With a principal and teachers in charge of a building, it is not necessary for a janitor to stand at the door and criticize the behavior of pupils. This is the responsibility of the teachers and principal, and not of the janitor. There is no need for a janitor to shout at children for failing to close a door, failing to clean the feet, pushing, or crowding. If you have reason, therefore, to complain of the actions of a pupil, leave the matter to his teacher and do not attempt to handle it yourself.

Be friendly with the children. If you have ever maintained a surly attitude toward the children, if you have been unfriendly toward them, or if you have addressed them in angry tones, make a resolution never to do so again. Sugar catches more flies than vinegar. Likewise, a friendly janitor rarely finds that pupils take advantage of his friendship. The janitor who antagonizes pupils will pay for it in the long run through the various forms of devilment that the children will practice to get even with him.

Refrain absolutely from laying hands upon pupils. Nevertheless, parents are immediately up in arms if physical punishment is inflicted by the janitor.

Encourage the children to treat you at all times with the respect to which an older person is entitled. Likewise discourage them from any tendency

to visit with you in your engine room. This can be accomplished best by pretending that you are very busy and that there is danger of their becoming injured. Do not deal with such a matter gruffly. Lead the children to believe that you are too busy to talk with them or that you are afraid for their safety. There will still be many opportunities to be friendly with them in the corridors and on the playgrounds.

IS YELLOW CHALK PREFERABLE?

Dr. David E. Weglein, superintendent of the Baltimore schools, received a communication from Dr. J. H. Mayerberg, member of the Maryland State Optometry Board, in which he argues in favor of yellow chalk for blackboard work as against the white. He says:

"Experiments have taught that yellow chalk writing is softer and easier to read. White, as most of us know, is made by a combination of all colors. It has the highest visibility, particularly against a black background. In the case of modern schoolrooms, with all the lighting devices in use today, it has, in fact, too great visibility.

"The worst of it is that the smaller children, those in the lower grades, whose eyes are still easily affected by glare, are the ones who have to use the blackboards most. The older students get more of their lessons from books and lectures."

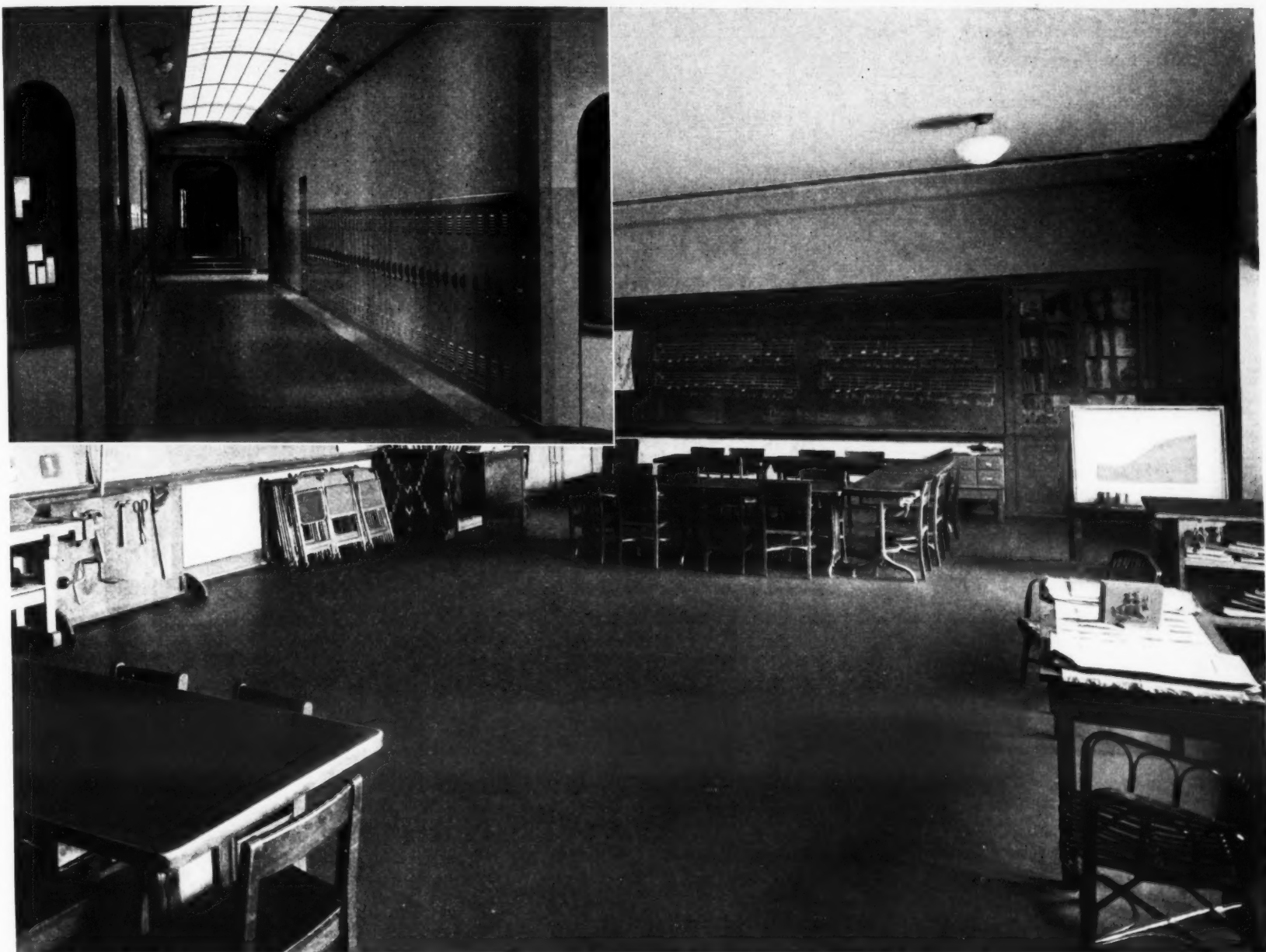
SCHOOL-BUSINESS OFFICIALS CONVENTION

Officers of the National Association of Public-School Business Officials have announced the completion of the preparations for the annual convention of the Association, to be held in New York City, August 21 to 24.

Although President Miller has not made public the program, he has stated that the speakers will all be nationally known authorities in the field of education and public service. The formal programs for the convention are to be limited to the forenoon sessions, and the afternoons are to be devoted to round tables, to visits to the National School Mart, and to sightseeing in New York City.

The meetings and exhibits will be held in the Port Authority Commerce Building at 8th Avenue and 15th Street. Information and assistance concerning the convention may be had from Mr. Joseph Miller, Jr., President, 500 Park Avenue, New York City.

Sealex solves the **foot-traffic** problem at Ohio State . . .



YOU won't find them listed in the curriculum, but Sealex Linoleum Floors play an important part in the preparation of teachers-to-be, at Ohio State University Teachers' Training School.

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And it's not only during classroom hours that Sealex enables more work to be done in less time. This flooring is quickly and easily cleaned—because the stain-proof surface is free from cracks and joints. Cleanliness, so essential in every type of classroom from kindergarten up, is a simple matter with Sealex.

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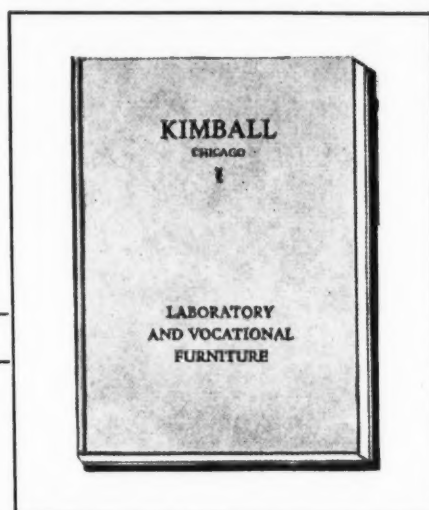
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on school buildings on laboratory equipment

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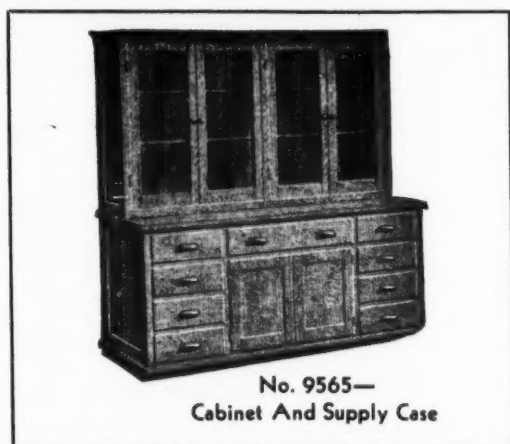
Recognize the Value of Careful Planning



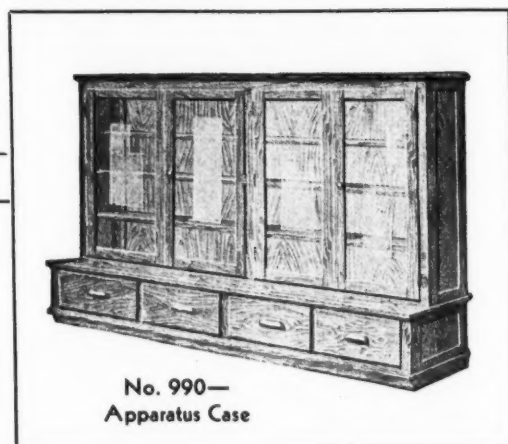
An examination of the Kimball catalog will illustrate the meaning of Kimball Quality. Write for your copy now and, without obligation, ask to have our engineers call

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School Law

The Hoboken Teachers' Case

The obligation of a board of education, before tenure teachers are discharged, to replace all nontenure teachers with teachers who have tenure and are qualified to fill their positions was again upheld by the New Jersey Supreme Court in a decision on the case of the Hoboken teachers in schools closed on June 30, 1932. Outside of those limits, however, the right of a board of education to close the schools in the interest of economy and in doing so to select the teachers to be discharged in any way it sees fit was implied in the court ruling, which was made on March 23, 1934.

The case involved 34 teachers, eight of whom had taught for some time in two schools which the board had decided to close. The other 26 were transferred to these schools on June 29, just one day before their dismissal. All the teachers dismissed were either married, nonresident, or both. The teachers charged bad faith in their transfer and subsequent dismissal. The board pleaded its decreasing enrollment as justification for the elimination of the positions.

In its decision, the Supreme Court said: "In general, the board had a right to dispense with the services of such number of teachers selected from the entire school district as it in good faith deemed necessary to effect the economy which its financial condition demanded and whose services were no longer necessary because of the diminution of the number of pupils."

School-District Government

An action taken by the majority of a governing board of a school district will not bind the district, in the absence of a notice to, or participation therein, by other members (Nebr. laws of 1931, c. 141).—*State ex rel. Sorensen v. Commercial State Bank of Crawford*, 253 Northwestern reporter 692, Nebr.

Teachers

Under a statute giving the state superintendent power to elevate the standard of instruction in public schools and to determine what schools should be classed as approved, he could require a school district maintaining an approved school to employ elementary-school teachers having two years of college work of 60 hours (Mo. annotated statutes, §§ 9446-9448, pp. 7248, 7249).—*Benton v. Windyville Consol. School*

Dist. No. 32 of Dallas County, 68 Southwestern reporter (2d) 826, Mo. App.

The township school trustees could not delegate to the superintendent authority to make a teacher's employment contract.—*Hall v. Delphi-Deer Creek Tp. School Corporation*, 189 Northeastern reporter 527, Ind. App.

A written order of the school trustees that the plaintiff be employed as a teacher at a specified salary, with instructions to the superintendent to make a contract therefor, was held not invalid as an employment contract, as an attempt by the trustees to delegate authority to contract to the superintendent.—*Hall v. Delphi-Deer Creek Tp. School Corporation*, 189 Northeastern reporter 527, Ind. App.

Where a school board wrote a teacher that she was employed on condition the state would approve her college work, a letter of acceptance by a teacher to a school board constituted acceptance subject to the condition named, and hence a refusal of the state superintendent to approve a teacher's college work released the school district from liability on the contract (Mo. annotated statutes, § 9210, p. 7083; §§ 9446-9448, pp. 7248, 7249).—*Benton v. Windyville Consol. School Dist. No. 32 of Dallas County*, 68 Southwestern reporter (2d) 826, Mo. App.

That a teacher had a certificate of graduation from a teachers' training course of a high school, licensing her to teach in elementary schools of the state, did not prevent the school district from making her contract of employment conditional on her meeting the requirements as to college work fixed by the state superintendent for approved schools (Mo. annotated statutes, § 9408, p. 7228; §§ 9446-9448, pp. 7248, 7249).—*Benton v. Windyville Consol. School Dist. No. 32 of Dallas County*, 68 Southwestern reporter (2d) 826, Mo. App.

A statute requiring contracts between teachers and school corporations to be in writing, and enumerating the terms to be embodied therein, was held not to repeal by the implication of an earlier statute, requiring such contracts to be in writing and to be signed by the parties to be charged thereby, but both acts should be construed together (Burns's annotated statutes of 1926, §§ 6965, 6967).—*Hall v. Delphi-Deer Creek Tp. School Corporation*, 189 Northeastern reporter 527, Ind. App.

A written order of the school trustees directing the employment of a named teacher at a specified salary, and another writing which the trustees ordered the superintendent to prepare, and cause to be signed by the teacher, was held to constitute a "contract in

writing signed by parties to be charged thereby" within (Burns's annotated statutes of 1926, §§ 6965, 6967).

—*Hall v. Delphi-Deer Creek Tp. School Corporation*, 189 Northeastern reporter 527, Ind. App.

A board of education's transfer of teachers from various schools in the city to a particular school which the board determined to close, was held not illegal, where the reduction in teachers was deemed necessary for reasons of economy and because of diminution of the number of pupils (4 N. J. complete statutes of 1910, p. 4744, § 68; p. 4763, § 106a-106c).—*Downs v. Board of Education of Hoboken Dist.*, 171 Atlantic reporter 528, 12 N. J. Misc. 345, N. J. Sup.

A board of education can dispense with the services of such teachers, selected from the entire school district, as it in good faith deems necessary to effect an economy which the district's financial condition demands, where the number of pupils has declined (4 N. J. complete statutes of 1910, p. 4744, § 68; p. 4763, §§ 106a-106c).—*Downs v. Board of Education of Hoboken Dist.*, 171 Atlantic reporter 528, 12 N. J. Misc. 345, N. J. Sup.

An action of the board of education, in transferring certain teachers to a school which the board has determined to close, should not be disturbed in the absence of a clear abuse of discretion (4 complete N. J. statutes of 1910, p. 4744, § 68, and p. 4763, §§ 106a-106c).—*Downs v. Board of Education of Hoboken Dist.*, 171 Atlantic reporter 528, 12 N. J. Misc. 345, N. J. Sup.

A board of education which, for reasons of economy and because of diminution in the number of pupils, dismissed certain tenure teachers should be required to dismiss nontenure teachers and reinstate an equal number of discharged tenure teachers (4 N. J. complete statutes of 1910, p. 4763, §§ 106a-106c).—*Downs v. Board of Education of Hoboken Dist.*, 171 Atlantic reporter 528, 12 N. J. Misc. 345, N. J. Sup.

In the absence of substantial evidence that a school board in conjunction with the county superintendent acted in bad faith in dismissing a teacher before the expiration of her term of employment, she could not recover her salary for the unexpired portion of her term (Kans. revised statutes of 1923, § 72-1026).—*Morris v. School Dist. No. 40, Joint, Lyon County*, 30 Pacific reporter (2d) 1094, Kans.

The assistant principal of a school was held entitled to salary for the entire term of her contract, notwithstanding her discharge during the term on the ground of lack of funds (Act No. 100 of 1922, § 48, and § 20, as amended by Act No. 110 of 1928).—*Sessions v. Livingston Parish School Board*, 153 Southern reporter 484, La. App.

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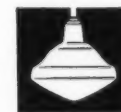
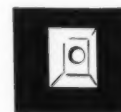
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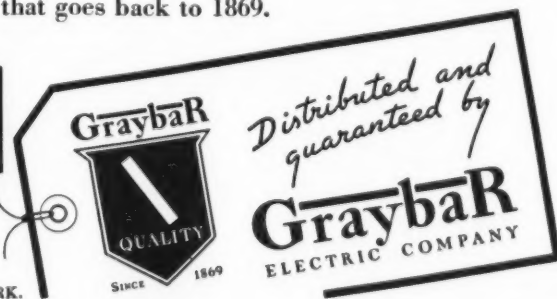
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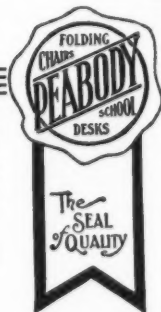
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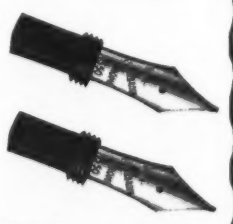
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CINCINNATI SURVEY OF FIRE-ALARM EQUIPMENT

The board of education of Cincinnati, Ohio, has received from Mr. Elmer F. Hunsicker, chairman of the committee on fire prevention, a report covering a survey of fire prevention and the use of fire-alarm equipment in schools. The report is based on a questionnaire conducted by the board of education to uncover features of the local school buildings requiring change or adjustment. The report contains a recommendation that a fire-alarm box be installed in every school building in the city, including elementary and high schools.

The committee, in its report, emphasized that fire-alarm boxes in the school buildings will insure fire alarms from schools being turned in promptly to fire departments and provide a better chance to check fires, thus preventing injury and death of school children. Adequate fire-alarm equipment, it was brought out, is trivial in cost compared to the protection it gives to school properties and the security of the children housed in the buildings.

The report contains a summary of data obtained from other cities where fire-prevention work of this kind has been attempted. Among the cities reporting the following have fire-alarm protection:

Providence, R. I. A state law requires a fire-alarm box in all school buildings.

New York City. A box has been placed in all school buildings next to the principal's office.

Milwaukee, Wis. An alarm box is placed in all schools under a provision of the state law.

Washington, D. C. All schools have a local fire-alarm system. Larger schools have municipal alarm boxes.

Baltimore, Md. The fire department places a box in immediate vicinity of all school buildings.

Scarsdale, N. Y. A thermostatic alarm system is installed.

Newark, N. Y. A fire-alarm box in each building, and in larger buildings, a master box with auxiliaries, are connected with fire headquarters.

Pittsburgh, Pa. A municipal alarm box is placed within 50 feet of each public and parochial school.

Chicago, Ill. An alarm box is maintained outside of each school. All school fire-alarm boxes are numbered conspicuously to give notice at the fire-alarm office of a school fire.

Detroit, Mich. Most school buildings are equipped.

The National Fire Protection Association reports fire boxes connected with municipal systems in all schools in New Orleans, Boston, Newark, N. J., and Houston.

The committee with the assistance of the engineers of the Cincinnati city department, fire and telegraph system, has compiled figures showing the total cost of the proposed installation, including equipment, material, and labor, estimated at a total cost of \$26,884.

The committee's report has been approved by the board.

BETTER SCHOOL BUILDINGS

"I believe that what we do about our schoolhouses will determine in no small way the possibilities of local recovery." This statement was made by former U. S. Commissioner of Education George F. Zook, in a nation-wide broadcast on June 6. In discussing "The Schools in the Local Revival," Doctor Zook called attention to the fact that the schools have economized in every way possible to help in solving the problems arising from the depression.

"We have in no field of government done as much as we should to secure the most economical and effective administration. We have the same problem relative to the schools. Today there are scattered from one end of this country to the other 143,445 one-room country schools. It is as difficult for them to do a modern and effective piece of work as it would be for a farmer of today to harvest his grain with a wheat cradle. Both belong to a bygone age. There are still sparsely settled areas lacking transportation facilities where only a one-room school is feasible. In a very large proportion of instances, however, a consolidation of these schools is now thoroughly possible."

"All of the community activities formerly engaged in rural centers," said Doctor Zook, "have been greatly affected by the automobile and good roads so that the one-room rural school is seldom the community center it was a generation ago. Yet, the farming population of today wants something of this kind worthy of the present age just as ardently as in days gone by. The answer is the modern consolidated school building which has a small auditorium suitable for meetings of parents as well as children. We must envision new types of community life appropriate to modern conditions to replace a type of community life valuable several decades ago but now in need of enlargement and enrichment."

"There is, of course, no way of predicting how long the Federal Government may engage in a public-works program, but so far as the construction of consolidated school buildings in the rural areas is concerned, the surface of the problem has only been scratched. It should, however, be solved with comparative ease. I have been reliably informed that with \$300,000,000, three fourths of the amount being spent for roads in the present public works act alone, it would be possible to replace all of the one-room country schools in this country, which ought to be replaced, with modern consolidated school plants. I for one believe that such an investment on the part of the government in the better education of our children would be eminently worth while. Certainly, schoolhouses are as valuable as roads and the Federal Government does well to invest in them."

"On the other hand, nothing should be done to take away the sense of community ownership of and pride in the schools," concluded Doctor Zook. "The people should have a real responsibility for developing school plants in keeping with their enlarging conception of education. Even though the process of making important changes is slow when all the people have to be convinced, it is, nevertheless, better in the long run that schoolhouses should be primarily a community investment and a symbol of the civic and cultural level toward which its citizens aspire."

SCHOOL BUILDING NEWS

♦ Following the destructive earthquake in March, 1933, the board of education of Long Beach, Calif., began plans for a reconstruction program. This program included plans for the rebuilding of the damaged schools and the establishment of a salvage program to make use of the movable properties salvaged from the school buildings which were demolished.

FOUR LEADERS in The Columbian Line

On April 17, 1934 the Detroit School Board selected the Columbia Movable Desks for its present requirements of 2,300. This makes 48,424 Columbia Desks in the Public Schools of Detroit. And 12,420 in the suburbs and towns in the immediate vicinity, making a total of 60,844 in the Detroit District.



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The rebuilding program covers a number of projects, including the junior college, the polytechnic auditorium, the Jordan High School, and the Seaside, Jefferson, King, and Lafayette elementary schools.

The board of education expects to expend nearly \$5,000,000 before the entire program is finally completed.

♦ Boston, Mass. The school board has approved an appropriation of \$532,196 in the new budget for alterations and repairs to school buildings. A previous sum of \$400,000 had been made for school buildings, making a total of \$939,196. The amount is \$76,000 in excess of the estimate for last year.

♦ Dunellen, N. J. The board of education has approved plans for an addition to the present 500-pupil Roosevelt Junior High School. This addition will provide additional classroom space and will also increase the gymnasium and auditorium facilities. The capacity total for a proposed six-year high-school plan will be approximately 625 pupils. It will also provide modern and adequate housing facilities for the seventh to twelfth grades for a period of years. The building of the present addition was resorted to following a long and unsuccessful attempt to sell to the boards of neighboring small districts the idea of a regional high school. It was decided to go ahead with plans for high-school facilities for all resident pupils of the borough.

♦ North Adams, Mass. The board of education has completed arrangements for an extensive program of repairs and improvements during the vacation period. The board arranged to spread the work among local firms and individual tradesmen.

♦ Kansas City, Mo. The board of education has approved the first three steps in the proposed \$2,000,000 building program. Bids were advertised for the addition to the Meservey School, new specifications will be prepared for the Lincoln High School, and construction work will be started on the new \$700,000 high school in the southeastern section.

♦ Santa Ana, Calif. The board of education has taken the initial step in the carrying out of a \$500,000 school-reconstruction program, with the advertising of bids on new structures to replace the administration and junior-college buildings. A third project is the new science building. Replacement of these buildings will cost approximately \$330,000.

♦ St. Louis, Mo. The board of education has asked for authority to issue \$2,000,000 in bonds for new school buildings. The action has become necessary be-

cause of an increased enrollment in the high schools and a large shrinkage in school revenue. Arguments in behalf of the bond issue were presented by members of the board and civic and educational leaders after an intensive week of campaigning in the various school buildings. Supt. Henry J. Gerling presented figures, showing the enrollment and the total capacity in the several buildings.

♦ Chicago, Ill. Construction of five new high schools, to seat 15,799 students, has been resumed without additional cost to the taxpayers. In addition 250 school buildings have been renovated, with the Federal Government paying \$1,357,000 and the school board \$200,000 of the total cost. The establishment of three new junior colleges will provide needy students of the city with higher education at less than half the cost of operating the Crane Junior College which has been closed by the board.

♦ Oklahoma City, Okla. The school board has appropriated \$200,280 for the expansion and improvement of the city schools. The expansion program provides for a long list of needed building sites, new equipment, and the completion of building projects under way.

♦ Lexington, Ky. The sale of PWA bonds has effected an increase in the amount of Federal Government grants for seven building projects. The amount of the Federal Government's grant was increased from \$95,295 to \$130,500, when it was found that the government would not have to buy the city bonds. The money received from the sale of the bonds will be used to build additions to five schools and to erect two new buildings.

♦ Newark, N. J. The superintendent of schools has made a report to the board of education, which calls for a substantial increase in the size of the school plant to bring about needed high-school facilities. Superintendent Logan pointed out that an estimated enrollment of 16,957 in the high schools next September will mean an increase of 1,053 students since last April. The senior high schools have had more than a normal capacity load for some years and the excess in enrollment has been provided for either by overlapping programs through an extended school day, or by double sessions.

♦ Bloomfield, N. J. A stadium was recently completed for the local high school, at a cost of \$100,000. The building was a CWA project and cost the athletic association the sum of \$24,000 for materials. It will seat 7,000 persons.

♦ Columbia, Mo. The board of education has com-

pleted plans for the operation of an extensive school-building program, including a new elementary school, an addition to the junior high school, and the rebuilding of a six-room elementary school to make it adequate for twelve teachers. The construction work is being financed through a bond issue approved last fall, amounting to \$175,000, and a grant of \$69,000 from the Federal Government.

♦ Oklahoma City, Okla. A total of \$180,000 in school funds has been released by a ruling of the Supreme Court, which held that the surplus fund accumulated since 1928 must be used for emergency purposes. It is expected that the money will be expended for the construction of two stadiums, a gymnasium, and an auditorium.

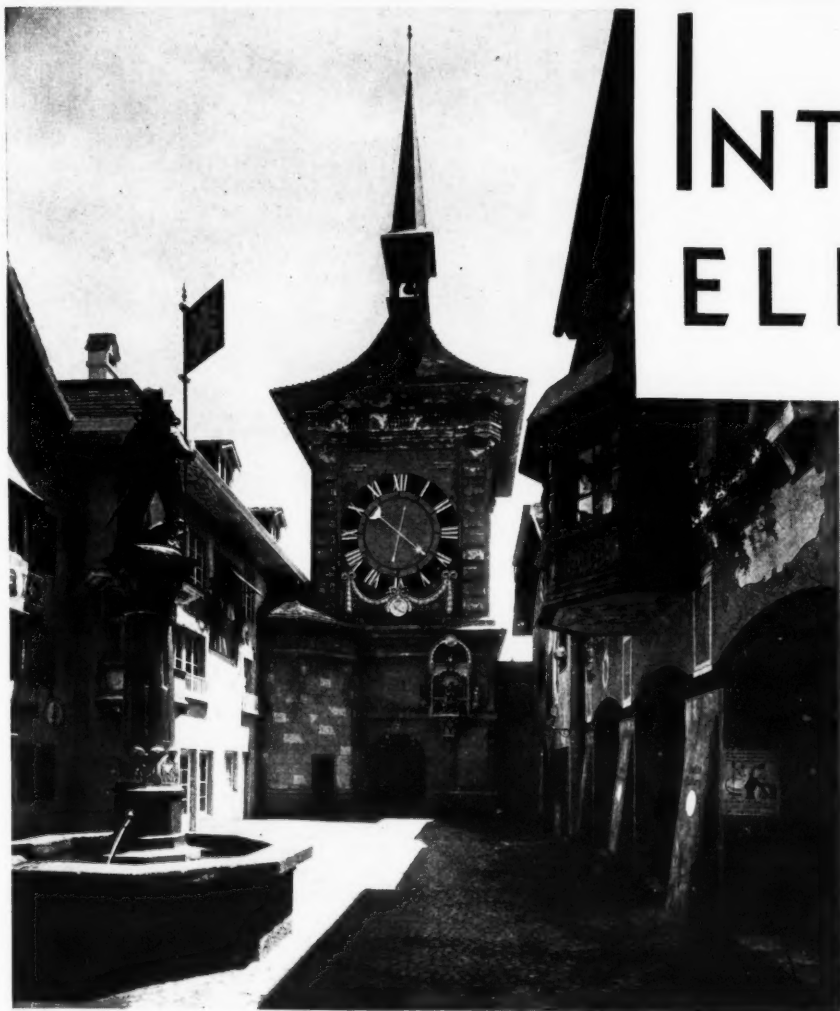
♦ Denver, Colo. Improvement projects for the buildings and grounds of the city's public schools, to the value of \$45,652 have, during the past few months, been financed through funds of the CWA. This amount was supplemented by an expenditure of \$3,809 by the school district, making the total expenditure on these projects \$49,461.

Among the projects completed are the grading and leveling of the grounds at a number of schools; the construction of retaining walls for the grounds of the Park Hill School; the paving of a circular driveway at the East High School; the construction of a skating basin at the Beach Court School; the construction of a cinder track and straightaway track at the West High School, and additional projects in renovating the interiors of the buildings.

♦ Beloit, Wis. The board of education has voted to ask the city council to approve a \$275,000 school-bond issue for the financing of a new high-school addition. The plans call for eighteen classrooms, in addition to a library, two study halls, a cafeteria, a gymnasium, and shower and dressing rooms.

♦ Murfreesboro, Tenn. The school board has reported that more than \$4,000 of CWA money was expended during the past winter for painting and repairwork on the city school buildings. A committee has been appointed to keep in touch with FERA work and to obtain additional funds for improvements and for the construction of a gymnasium and swimming pool.

♦ Kansas City, Kans. The board of education has voted to resume preparation for the Wyandotte High School construction program. The citizens have approved a bond issue of \$1,200,000 for the financing of the construction work.



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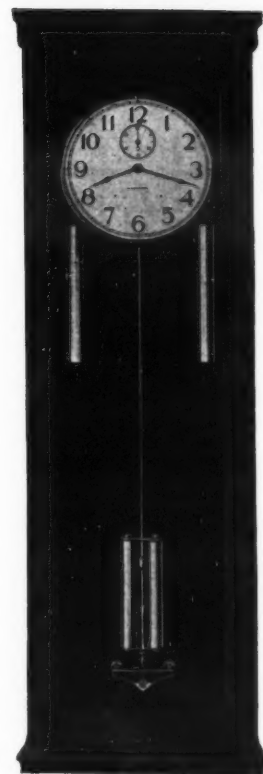
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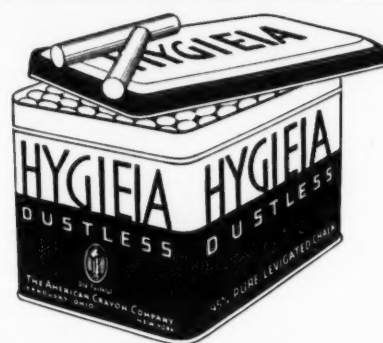
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Teachers' Salaries

♦ Jefferson City, Mo. Teachers in the schools have been given salary increases of slightly more than 5 per cent for the school year 1934-35. The teachers suffered a 10 per cent reduction in 1932-33 and the reduction in the higher brackets amounted to approximately a 2½ per cent reduction for 1931-32. The action to restore salaries is the result of an improved financial situation and a more rapid collection of delinquent taxes.

♦ Mexico, Mo. The school board has approved salary increases for the entire school staff during the next school year. Grade teachers were given an increase of 17 per cent, high-school teachers an increase of 14 per cent, and employees of the executive office an increase of 10 per cent.

♦ Somerville, Mass. The board of education has adopted a rule which provides for the elimination of married women teachers. Under the rule, the marriage of a permanent woman teacher will operate as an automatic resignation of the said teacher. No married woman now in the service will be retained in the service unless she is living apart from her husband, or is compelled to provide for her own support because of the disablement of the husband.

♦ Hartford, Conn. The board of education has approved six salary schedules recommended by Supt. Fred D. Wish, Jr. Under the new schedules, the basic salary for all employees will be what the teacher received or would have received in September, 1931, assuming suspension of salary schedules for 1932-33, 1933-34, and 1934-35. All salaries are subject to a 10 per cent cut and no salary is to be less than \$1,050. Four different salary schedules are provided for men teachers, based on amount of preparation. Starting at \$1,300 for a four-year college degree, the salary is written up or down by \$100 according to years of preparation. Six classifications of salary are provided in the schedule for art and music teachers.

♦ Oklahoma City, Okla. The members of the teaching staff have been given a 7 per cent blanket raise for next year, despite the findings of a survey that at least a 12 per cent raise would be necessary for them to meet living expenses.

♦ Columbia, Mo. The turnover in teaching personnel during the past year was reduced to a very small amount. Five new teachers were added in the grades and one or more teachers were assigned to the high schools.

♦ Columbia, Mo. The board of education has voted to raise salaries of teachers and other school employees slightly during the next year. The average increase in the payroll will range from 10 to 12 per cent.

♦ Haverhill, Mass. Sixteen teachers have been granted salary increases of \$100 a year, and thirteen teachers were given promotional increases of \$75 a year, under a recent action of the board of education. The salary increases had been suggested by Supt. A. L. Barbour but had been held up awaiting the adoption of the budget for the year.

♦ Reading, Ohio. The school board has given an increase in salary to members of the present teaching staff. The increases ranged from \$3 to \$5 a month.

♦ Holyoke, Mass. The school board has voted to give automatic increases to forty teachers on the school staff. The increases in salaries total \$3,870 a year.

♦ Hartford, Conn. The board of education has adopted a revised salary schedule for teachers for the next school year. The new schedule is to go into effect after the school consolidation plan is established.

The schedule is as follows, with the basic salary given first and the actual salary following:

First year, \$1,000; second, \$1,100 and \$1,050; third, \$1,200 and \$1,080; fourth, \$1,300 and \$1,170; fifth, \$1,400 and \$1,260; sixth, \$1,500 and \$1,350; seventh, \$1,600 and \$1,440; eighth, \$1,700 and \$1,530; ninth, \$1,800 and \$1,620; tenth, \$1,900 and \$1,710; eleventh, \$2,000 and \$1,800; fourteenth, \$2,100 and \$1,890; seventeenth, \$2,200 and \$1,980; twentieth, \$2,300 and \$2,070; twenty-third, \$2,400 and \$2,160; twenty-fifth, \$2,500 and \$2,250.

♦ Coshocton, Ohio. The school board has voted to employ teachers on the monthly basis. Every effort will be made to keep the schools open for the full nine-month term.

♦ East Moline, Ill. Teachers in the high and grade schools have been voted increases in salary for the next year.

♦ Bristol, R. I. The school board has voted to reduce the prevailing teachers' salary cut from 15 to 14 per cent. The new schedule becomes effective August 1.

♦ Pawtucket, R. I. The school board has voted to restore to the teachers the yearly automatic increases in salary, to become effective during the 1934 school year.

♦ Des Moines, Iowa. The school board has voted to continue the salary reductions of from 5 to 29 per cent for another year.

♦ The school board of Lee County, Florida, has voted a 10 per cent increase in teachers' salaries for the next year.

♦ Somerville, Mass. The school board has amended its rules to provide that the marriage of a permanent teacher shall operate as an automatic resignation of the teacher. No married woman teacher will hereafter be elected as a permanent teacher.

♦ North Adams, Mass. Fourteen teachers who have completed three years of continuous service in the schools have been reelected as permanent members of the staff and placed on tenure. Under the plan, teachers with less than three years' service must be reelected for one year only.

♦ Chattanooga, Tenn. Women teachers in the schools of Hamilton county who marry during the school term will automatically forfeit their teaching positions. The county board of education voted not to give contracts to married women unless it can be shown that their husbands are unemployed.

♦ New York, N. Y. The board of education has ordered payless furloughs affecting 35,653 teachers and members of the administrative staffs, mechanics, and custodians of school buildings. The furloughs are limited to teachers and other employees who receive more than \$1,200 in salary. The furloughs were ordered by the legislature as part of the mayor's economy program and are expected to save \$5,270,000.

RESPECTING THE MEMORY OF A TEACHER

At New Bedford, Mass., a controversy was raised when a local educational association urged upon the board of education the closing of the school for a half day when the funeral of a teacher took place. The board denied the request, believing that the closing of the school was uncalled for. Instead it was suggested that the school carry their flags at half mast, observe a moment of silence in contemplation of the deceased, and a memorial service held on Saturday to be attended by all the teachers.

FORTY YEARS AGO

The Lincoln, Nebraska, *Journal-Star*, on June 3, printed the following news item which it repeated from its issue of June 3, 1894:

"The school board announced a general cut in the salaries of teachers, those who had received \$55 per month being reduced to \$45 on the ground that the reduction was necessary and that the lower salary would buy more than the former rate two years before."

Lincoln now has 520 teachers. The senior-high-school teachers receive an average salary of \$1,325, and the junior-high-school teachers \$1,221.

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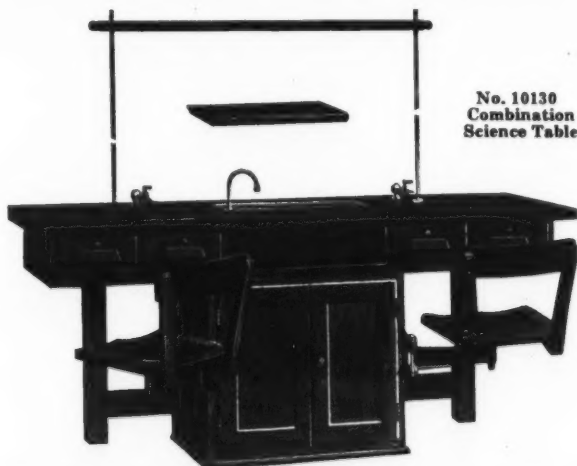
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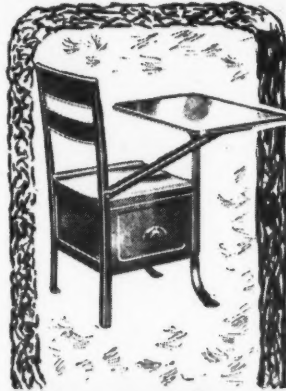
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Junior-High-School Building Sites

J. W. Varty and A. C. Pence, Department of Educational Administration,
Teachers College, Columbia University

What is the average size of sites for junior high schools¹ that have been built during the past ten years? Is sufficient space provided to enlarge the building to meet future needs of the community? Is adequate play space available? Lack of proper provision for meeting these needs inevitably handicaps the educational program and unduly increases the financial burden of the community when the site must be enlarged or a new one secured to care for increased enrollment.

This study endeavors to secure data on the following items and to ascertain the significant relationships between them: (1) the number of acres in the school plot; (2) the area occupied by the "building rectangle,"² (3) the number of stories in the building; and (4) the capacity of the building.

Forty-nine building plans in educational periodicals of the past ten years and 23 blue-print plans of recent junior high schools on file at Teachers College, Columbia University, were analyzed. These 72 cases were drawn from 56 different cities representing 26 states.

The data for junior-high-school plot sizes are shown in Table 1.

Number of Acres in Plot	Frequency
15 — 16	1
14 — 15	1
13 — 14	1
12 — 13	3
11 — 12	1
10 — 11	4
9 — 10	7
8 — 9	7
7 — 8	5
6 — 7	3
5 — 6	10
4 — 5	6
3 — 4	7
2 — 3	9
1 — 2	6
0 — 1	1
Total	72

The median plot size is 5.7 acres; mean, 6.3 acres.

Number of Acres in "Building Rectangle"	Frequency
4.75 — 5.00	0
4.50 — 4.75	1
4.25 — 4.50	0
4.00 — 4.25	0
3.75 — 4.00	0
3.50 — 3.75	0
3.25 — 3.50	0
3.00 — 3.25	3
2.75 — 3.00	3
2.50 — 2.75	1
2.25 — 2.50	3
2.00 — 2.25	2
1.75 — 2.00	5
1.50 — 1.75	11
1.25 — 1.50	2
1.00 — 1.25	15
.75 — 1.00	12
.50 — .75	10
.25 — .50	4
0 — .25	0
Total	72

The median "building rectangle" is 1.2 acres; mean, 1.4 acres.

Number of Stories	Frequency
5	4
4	11
3	36
2	15
1	2
Total	68*

*Data are missing for 4 cases.
The median is 3.47 stories; mean, 3.0 stories.

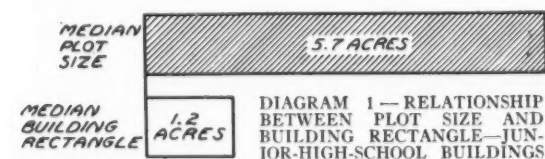


DIAGRAM 1—RELATIONSHIP BETWEEN PLOT SIZE AND BUILDING RECTANGLE—JUNIOR-HIGH-SCHOOL BUILDINGS

¹The typical (median) junior high school in this study is a building of 3.5 stories whose capacity is 1,100 pupils. The building occupies 1.2 acres and the site contains 5.7 acres. This leaves 4.5 acres for landscaping, sidewalks, other buildings and playgrounds. Assuming that one half of this space is available for play—each pupil must be content with a small plot 9 by 10 feet for his share of the playground.

²The "building rectangle" is that area upon which the building stands, squared off to a rectangle, and includes that area immediately adjacent to the building which cannot be utilized for any other purpose.

Each floor is counted as one story if any portion of it is programmed for children's use.

Capacity	Frequency
2,100	1
2,000	0
1,900	6
1,800	0
1,700	4
1,600	2
1,500	2
1,400	3
1,300	8
1,200	6
1,100	4
1,000	14
900	5
800	4
700	4
600	2
500	2
400 (350-450)	1
Total	68

The median capacity is 1,100 pupils; mean, 1,175 pupils.

The capacity of each building is estimated according to Table 5.

Type of Room	Estimated Number of Children per Room
Arts (drawing, etc.)	30
Auditorium	100
Cafeteria	100
Classroom	30
Commercial	30
Gymnasium	50
Household Arts	20
Industrial Arts	20
Library	20*
Science	30

*Per classroom unit.

How much space is contained within the site of the median, or we might say typical, junior high school? What part of this is occupied by the building? The data in Tables 1 and 2 show that the median site contains 5.7 acres, of which the building occupies 1.2 acres, or slightly over one fifth of the entire site.

The relationship between the plot size and the number of stories (Tables 1 and 3) is expressed in Table 6.

Number of Stories	Number of Cases	Median Plot Size—Acres
5	4	3.25
4	11	6.00
3	36	5.50
2	15	7.00
1	2	3.50

Due to small sampling the reliability of the data for one-story buildings in Table 6 is to be questioned. However, the remaining cases indicate a tendency for the median plot size to decrease as the number of stories increase.

Table 7 illustrates the relationship between the building rectangle and the number of stories.

Number of Stories	Number of Cases	Median Building Rectangle (Acres)
1	2	1.0
2	15	1.25
3	36	1.0
4	11	1.25
5	4	1.50

Insofar as these data are significant, three-story buildings seem to have less direct relation to the building rectangle. However, there is a strong tendency for the plot size (total site) to increase in direct proportion to the number of stories for one-, two-, four- and five-story buildings.

Diagram 2 shows the relation between the building rectangle and the building capacity.

Capacity of Building	Number of Cases	Median Building Rectangle
2,100 and over	1	—
1,800 — 2,100	6	1.75
1,500 — 1,800	7	1.74
1,200 — 1,500	14	1.54
900 — 1,200	26	1.07
600 — 900	11	.75
300 — 600	3	.94
0 — 300	0	—

The strong tendency for the building rectangle and the building capacity to increase in direct proportion is clearly illustrated in Diagram 2. The two extreme divisions of the building capacity distribu-

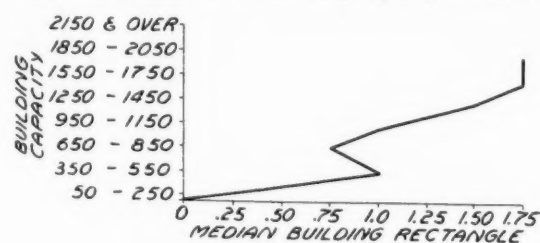


DIAGRAM 2
RELATIONSHIP BETWEEN THE BUILDING RECTANGLE AND BUILDING CAPACITY—JUNIOR-HIGH-SCHOOL BUILDINGS

tion are not significant because of the unreliability of so small a sampling. The buildings with capacity ranging from 300 to 600 offer the only case which is contrary to the general conclusion stated above.

The relationship between the number of stories and the capacity of the building is illustrated in Diagram 3.

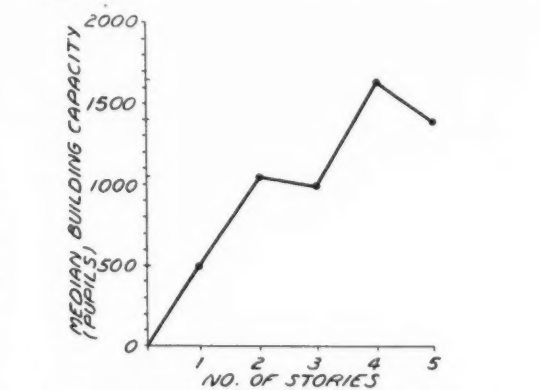


DIAGRAM 3
RELATIONSHIP BETWEEN BUILDING CAPACITY AND THE NUMBER OF STORIES

Number of Stories	Number of Cases	Median Capacity
5	4	1,400
4	11	1,650
3	36	1,000
2	15	1,062
1	2	500

The data presented in Diagram 3 (Table 9) show that the capacity of the junior-high-school buildings increases in direct proportion to the number of stories. While this is ordinarily true, it is interesting to note that a plateau is reached at the capacity of 1,000 for two- and three-story buildings and that the capacity of the five-story buildings shows a sudden decrease from 1,650 (4-story) to 1,400. Table 7 shows that these five-story buildings occupy more ground space than the four-story buildings. Insofar as these data are significant, it would seem that the five-story buildings could have been adequately housed in four stories.

Summary of Data Concerning 72 Junior High Schools

1. The median junior-high-school plot size is 5.7 acres.
2. The median "building rectangle" occupies 1.17 acres.
3. The median capacity of the building is 1,100 pupils.
4. The median number of stories is 3.47.
5. There is a strong tendency for the plot size to decrease as the number of stories increase.
6. The "buildings rectangle" tends to increase in direct proportion to the number of stories.
7. The "building rectangle" increases in direct proportion to the building capacity.
8. The capacity of the building increases directly with the number of stories.
9. Superior planning has resulted in 11 junior-high-school sites of the 72 studied, with from 10 to 16 acres in each site.

"They say *it's the School!*"



IT may be only a trifling blaze, quickly extinguished, without damage, panic, or loss of life. And then, again . . .

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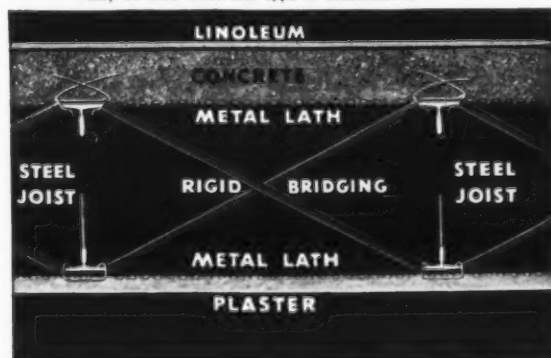
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Personal News of Superintendents

- **SUPT. U. E. DIENER**, of Van Wert, Ohio, has been reelected for another three-year term.
- **NORMAN D. BAILEY**, of North Dighton, Mass., has been elected superintendent of schools at Bridgewater.
- **SUPT. F. H. LYNN**, of Las Cruces, N. Mex., has been reelected for another year.
- **SUPT. J. H. HARRIS**, of Pontiac, Mich., has been reelected for a three-year term, beginning with July 1. Mr. Harris is completing his thirteenth year as head of the school system. **MR. FRANK J. DUFRAIN**, assistant superintendent, was also reelected for a two-year term.
- **SUPT. W. A. WALLS**, of Kent, Ohio, has been reelected for another three-year term. Mr. Walls has been in the school system for the past 22 years, with the exception of a five-year period interruption.
- **MR. E. O. SHAW**, of Henryetta, Okla., has been elected superintendent of schools at Sapulpa. He succeeds E. H. McCune, who has resigned.
- **HOMER HERD**, of Pawhuska, Okla., has been elected superintendent of schools at Claremore.
- **I. E. STUTSMAN**, of Greeley, Colo., has been elected superintendent of schools at St. Joseph, Mo.
- **SUPT. C. C. PIERCE**, of Painesville, Ohio, has been elected for a four-year term.
- **SUPT. FRANK M. SHELTON**, of Springfield, Ohio, on May 21, was presented with a distinguished service award by the local Council of Parent-Teacher Associations, in recognition of his outstanding service to boys and girls of the public schools during the past year.
- **MR. RALPH E. DUGDALE** has been elected superintendent of schools at Toledo, Ohio, to succeed Charles S. Meek, who has resigned.
- **SUPT. G. W. WILCOCKSON**, of Taylorville, Ill., has been reelected for another term.
- **SUPT. C. H. FRAVEL**, of Dublin, Ohio, has been reelected.
- **MR. J. G. TURNER**, of Tell City, Ind., has been elected superintendent of schools at French Lick.
- **SUPT. PURCELL MALLETT**, of Galena, Ohio, has been reelected for the next year.
- **SUPT. A. B. WEISER**, of Canal Winchester, Ohio, has been elected president of the Central Ohio Schoolmasters' Club.
- **SUPT. C. M. BEITLER**, of Sycamore, Ohio, has been reelected for another year.
- **CLARENCE B. GRAVES**, of Pleasantville, N. Y., business manager of the Bronxville school system, has been indicted by the Westchester grand jury on three counts of first-degree grand-larceny in thefts of school funds. The three specific counts charge him with shortages totaling almost \$3,000. An audit of the school accounts indicated a shortage of \$18,000.

- **J. I. McCLURKIN**, of Prescott, Ark., has been elected superintendent of schools at El Dorado.
- **MR. DOUGLAS GOLD** has been elected superintendent of schools at Butte, Mont., for a three-year term.
- **H. E. ZUBER**, of Chagrin Falls, has been elected superintendent of schools at Struthers.
- **MR. JOHN E. DAVIS**, of Rushville, Ohio, has been elected superintendent of schools at Pleasantville, to succeed Miss Bertha Uncapher.
- **MR. IRA BAUMGARDNER**, of Monclova, Ohio, has been elected superintendent of schools at Pemberville.
- **SUPT. CHARLES H. LAKE**, of Cleveland, Ohio, was given an honorary degree at the commencement exercises of Ohio State University on June 11.
- **WILLIAM F. WATERPOOL**, of Richland Center, Wis., has been elected superintendent of schools at Rice Lake. Mr. Waterpool succeeds E. C. Hirsch, who has accepted a similar position at Wausau.
- **WILLIAM M. ROBERTS**, 80 years old, for many years an official in the public-school system of Chicago, died June 1 in the West Suburban Hospital. Mr. Roberts had filled positions of principal and assistant superintendent of schools. He retired seven years ago.
- **EVAN E. JONES**, superintendent of schools at Mechanicville, N. Y., for several years, has been appointed superintendent of schools at Port Chester.
- **CHARLES O. TURNER** has been elected superintendent of schools at Ellsworth, Me.
- **SUPT. NICHOLAS GUNDERSON**, of Sparta, Wis., has been reelected for his fourteenth successive year.
- **MR. D. L. BUCHANAN**, of Circleville, Ohio, has been elected superintendent of schools at Newton Falls.
- **MR. JAMES NESTI** has been elected superintendent of schools at Spring Valley, Ill., to succeed C. L. Sarver.
- **SUPT. J. V. NELSON**, of Bellaire, Ohio, has been reelected for another five-year term.
- **MR. R. E. BRUNER**, of Lynnvill, Tenn., has been elected superintendent of schools at Decherd.
- **MR. M. F. SHICKLEY**, of Ainsworth, Nebr., has resigned from the superintendency in order to accept a position with the Omaha School Supply Company.
- **SUPT. WILLIAM T. DARLING**, of Wauwatosa, Wis., was the guest of honor at a dinner given by the teachers on the occasion of the tenth anniversary of his assuming the superintendency. Mr. Darling was presented with a traveling bag and a scroll containing the names of the teachers.
- **MR. F. H. HAISTON**, of McConnellsburg, Pa., has been elected superintendent of schools at Pottstown, to succeed F. H. Fritz.
- **DR. FRANK B. KELLEY**, an educational historian of New York City, died at a New York Hospital, at the age of 66. Dr. Kelley held a degree given by New York University. He was an instructor in history in the New York City high schools and was superintendent of the historical club for 25 years.
- **GEORGE I. ALDRICH**, superintendent emeritus of the schools of Brookline, Mass., died at his summer home, River Road, near Gloucester. He was 80 years of age. He was a graduate of

Dartmouth College, in the class of 1875 and had been in educational work since 1876, when he accepted his first position in Quincy. He went to Brookline in 1901, where he remained for twenty years.

- **A. L. STINGLEY**, of New Vienna, Ohio, has been elected superintendent of schools at Germantown.
- **SUPT. T. E. HOOK**, of Troy, Ohio, has been reelected for a five-year term.
- **OTIS C. HATTON**, a former high-school principal, has been elected assistant superintendent of schools at Akron, Ohio. **MR. HAROLD S. VINCENT** has been elected director of the research department, a revived position in the school department.
- **SUPT. GEORGE C. DIETRICH**, of Piqua, Ohio, was the guest of honor at a dinner given on June 5, in recognition of the completion of 25 years as superintendent of the Piqua schools. Two hundred and fifty-seven men and women, including educators from representative cities throughout the state, were present at the dinner. Mr. Charles W. Cookson acted as toastmaster and Mr. George C. Rightmire gave the principal address. Mr. Dietrich was presented with a handsome silver salver as a token of appreciation from the local community.
- **MR. C. L. POOR**, of Traverse City, Mich., has been elected superintendent of schools at Eaton Rapids.
- **CHARLES E. MEEK**, who recently resigned as superintendent of schools at Toledo, Ohio, was honored at a gathering of more than 1,000 teachers in the Scott High School. Talks were given by Miss Edna B. Row, Mr. Ralph Dugdale, and Dr. Norris Gillette, president of the board of education. Mr. Meek was presented with a purse containing \$300 in Liberty Bonds.
- **MR. HARRY C. SMITH, JR.**, president of the school board of Lafayette, Ind., has been reelected for a three-year term by the city council.
- Special honors were conferred on June 11 upon 17 graduates of Carroll College during the recent commencement exercises held at Waukesha, Wis. Among those to receive special recognition was **JOHN CALLAHAN**, state superintendent of public instruction, who received the honorary degree of doctor of laws, conferred by Dr. W. A. Ganfield, president of the college. Mr. Callahan was presented by G. O. Banting, superintendent of the city schools.
- **SUPT. L. G. STAPLES**, of Warren, R. I., has been reelected to serve his twenty-fifth consecutive term.
- **MR. O. L. WEBB**, of David City, Nebr., has resigned in order to become secretary of the Nebraska High-School Athletic Association at Lincoln.
- **MR. F. HOWARD LLOYD**, supervising principal of the schools of Middletown Township, Monmouth County, N. J., has retired after 35 years of service in New Jersey schools. **MR. PAUL AXTELL**, of Flemington, has been elected to succeed Mr. Lloyd.
- **SUPT. W. B. MCFARLAND**, of Las Vegas, N. Mex., has been reelected for the coming school year.
- **SUPT. L. M. HOSMAN**, of Cameron, Mo., has been reelected for a three-year term. The extended contract was given in order to permit the superintendent to plan and carry out a long-time school program. Mr. Hosman has completed three years of service in the schools, and previous to that had rendered fourteen years of service at Gallatin.

I JUST WANTED TO SEE
THOSE "MEASURED SOAP"
FIGURES AGAIN, MR. HUGHES
—NEARLY 70% SAVING!

YES—AND WHEN MULTIPLIED
BY OUR 10 SCHOOLS THIS
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SYSTEM WILL SAVE US
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JUST look at these figures. Apply them to your entire group of schools. Then you'll see "Measured Soap" offers you worthwhile money savings.

In just one building, it was calculated 126,000 washes were secured from 70 gallons of liquid soap . . . at a cost of \$49.00.

Then the Palmolive "Measured Soap" System was installed. 150,000 washes were secured . . . at a cost of \$15.00! Nearly 30,000 more washes . . . at a cost saving of nearly 70%! Interesting, isn't it? Especially when figured on your entire system.

By measuring soap, the Palmolive System reduces waste. Two slow pushes of the plunger accurately measure just enough soap to wash the hands thoroughly. When students push the plunger rapidly four or

five times, little, if any more soap is released! It provides 100 washes for 1¢!

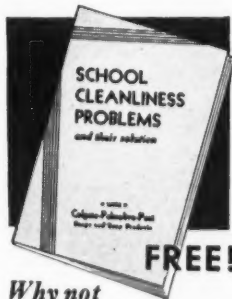
Made of solid bronze, heavily nickel and chromium plated, the Palmolive Dispenser can't corrode, clog or leak...won't twist loose from the wall. There's nothing about it to wear out.

This system uses a special form of bland, gentle Palmolive Toilet Soap. Tests show it gives many times more washes per pound than any other soap adaptable to washroom use.

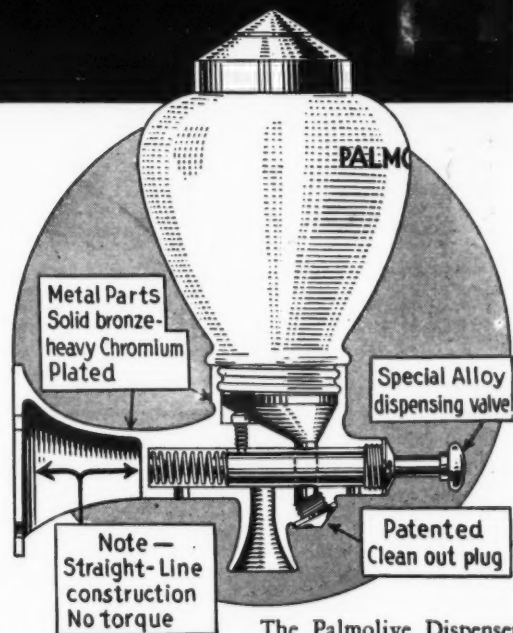
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Right now, while you are considering new equipment, is the time to find out how much "Measured Soap" will save you.

Without obligation, we will be glad to send complete details and prices. Write today!



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The Palmolive Dispenser can't leak or be "drained"...yet it is easily serviced. A chamber in the plunger measures the soap. As soap is dispensed, the reservoir is closed. Dispenser is stoutly made to provide years of economical service.

This C. P. P. service will help you reduce your maintenance budget

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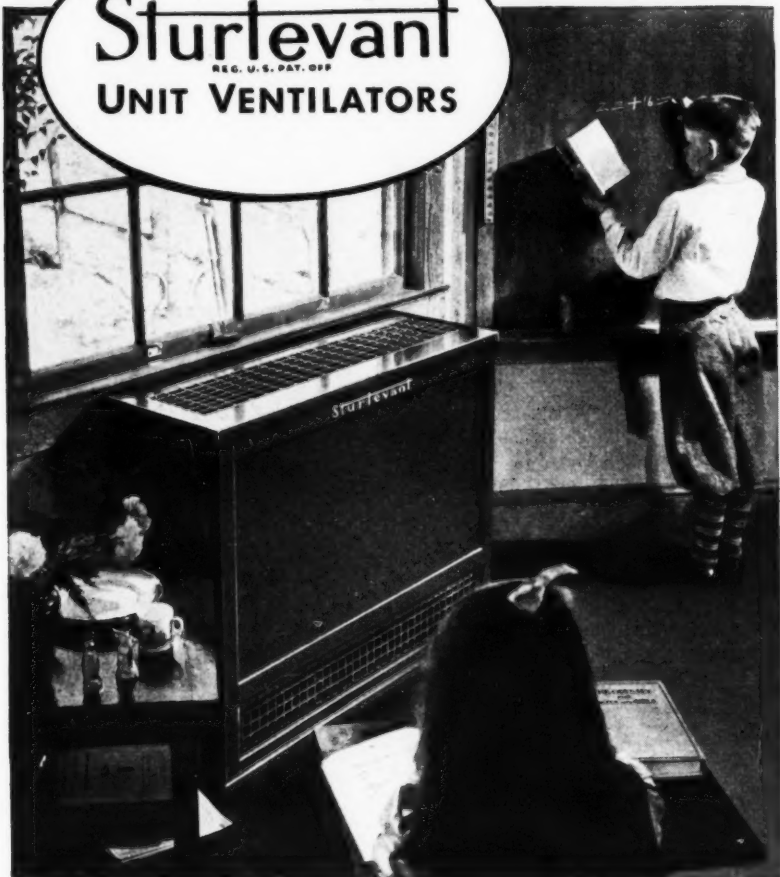
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Personal News of School Officials

EDWARD MCCLAIN PASSES AWAY

Edward Lee McClain, educational benefactor and promoter of school and civic interests in Greenfield, Ohio, passed away in Cincinnati, on May 2, following a brief illness. Mr. McClain was known to the educational world as the donor of the widely known and much admired Greenfield school group. The McClain High School, the first building of this group, was conceived and donated about twenty years ago, and was followed by a vocational building, a school athletic field, and an elementary-school building.

The school and community of Greenfield paid an impressive tribute to its beloved benefactor in the beautiful auditorium of the McClain High School. In exercises held on May 10, Mr. McClain's virtues, his generosity, and his unusual personality were extolled by the board of education, citizens, members of the faculty, and student representatives.

● DR. C. A. DEYOUNG, of the School of Education, Northwestern University, has accepted the position of head of the department of education of the State Normal University, Normal, Ill.

● SUPT. G. W. TODD, of Lewiston, Idaho, has been reelected for a new three-year term, at an increase in salary. Mr. Todd has completed five years of service in the schools.

● HARRY T. ZEISER, superintendent of schools at Wilkes-Barre, Pa., died at his home recently, after an illness of one month.

● DR. A. C. ROTHERMEL, president of the State Teachers' College at Kutztown, Pa., retired from that office with the close of the school year in June. He had been president of that institution for the past 35 years.

● DR. L. C. POWELL has been elected president of the board of education at Beaumont, Texas.

● MR. W. A. MELTON has been reelected as a member of the board of education at Tulsa, Okla.

● MR. F. C. HOBLER has been elected president of the board of education at Elmira, N. Y.

● The Chicago board of education has reorganized for the year 1934-35, with the reelection of JAMES B. McCahey as president, and ERNST BUEHLER as vice-president. Mr. McCahey was first named president of the board in May, 1933, when he succeeded Orville J. Taylor. The board in reelecting him, praised his leadership and pointed out that he had given his entire time to the interests of the city schools.

● DR. F. H. MORROW has been elected president of the board of education of Columbus, Nebr.

● MR. J. C. MORRELL, MR. V. A. HEWITT, MR. G. H. HAMILTON, and MR. R. H. MAVEETY have been appointed as new members of the board of education at Oak Park, Ill.

● MR. WILLIAM M. PETINGALE, clerk and business manager of the board of education of Middletown Township, Monmouth, County, N. J., has resigned after several years of service.

● MR. RALPH DEFENBACH has been elected president of the board of education at Lewiston, Idaho. Mr. Defenbach, a resident of the city for eighteen years, was recently reelected as a member of the board.

● MR. HERBERT N. MORRILL has been reelected as business manager of the board of education at Grand Rapids, Mich.

● SUPT. F. A. CADY, of Corning, Ohio, has been reelected for a two-year term.

● SUPT. J. G. HERRON, 60, of Malvern, Ohio, died suddenly on June 12, after a long period of ill health.

● T. M. CLAY, of Vassar, Mich., has been elected superintendent of schools at Saline.

● SUPT. F. E. ALLEN, of South Bend, Ind., has been reelected for a second term of three years, beginning with August 1.

● J. P. BUCK, of Harlingen, Tex., has been elected superintendent of schools at Marshall, to succeed E. C. Deering.

● SUPT. C. H. KEYES, of Barrington, R. I., has been reelected for a sixteenth consecutive term.

● JOHN W. DAVIS, of Needham, Mass., has been elected superintendent of schools at Bridgewater, to succeed the late C. C. Putney.

● The REV. JAMES E. NORCROSS, for several years a member of the school board of Amesbury, Mass., died at his home on June 8.

● MR. H. E. BRUMBAUGH has been elected superintendent of schools at Bellevue, Pa.

● MR. D. M. ALBRIGHT has been elected superintendent of schools at Rochester, Pa.

● MR. C. C. MADEIRA, of Gloucester City, N. J., has been elected superintendent of schools at Sunbury, Pa.

● MR. G. W. FEASER has been elected superintendent of schools at Middletown, Pa., to succeed H. J. Wickey.

● MR. JOHN G. ROSSMAN, of East Chicago, Ind., has been elected superintendent of schools at Warren, Pa., to succeed P. W. M. Pressel.

● MR. G. R. CRESSMAN, of Chester County, Pa., has been elected superintendent of schools at Doylestown, to succeed Camron Ross.

● MR. J. LINWOOD EISENBERG, of Slippery Rock, Pa., has accepted a position in the psychology department of the State Teachers' College, Shippensburg.

● MR. LEWIS SANDS has been elected superintendent of schools at Chagrin Falls, Ohio, to succeed H. E. Zuber.

● SUPT. ARTHUR CHENOWETH, of Atlantic City, SUPT. LEON NEULON, of Camden, and SUPT. G. E. BROWN, of Ocean City, N. J., have been elected as presidents of their local rotary organizations for the next year.

● MISS GRACE ABBOTT, for thirteen years Chief of the Children's Bureau and a federal child-welfare worker under five presidents, resigned from that office on July 1. Miss Abbott has gone to the University of Chicago as professor of public-welfare administration. She will also edit the *Social Service Review*.

● JOSEPH G. HERRON, superintendent of schools at Malvern, Ohio, died suddenly of a heart attack on June 12. Mr. Herron had been superintendent at Malvern for fourteen years and had been reelected for the next school year.

● The teaching staff of Stanford University at Stanford, Calif., has been increased in size for the summer session, with the election of NIELS P. NIELSEN as associate professor of physical education and hygiene; PROF. ROBERT F. ARNOLD as head of the department of German languages; and DR. ROBERT BALK as acting professor of geology. In connection with the program of cooperation between Palo Alto schools and Stanford University, two acting professors of education have been appointed: DR. KAULFERS will have charge of the course dealing with special methods of teaching modern languages, while DR. HOLLAND D. ROBERTS will assume the work in the field of English. For the autumn session, DR. ELLERY C. STOWELL has been secured as visiting professor of political science.

WHAT WE CAN AFFORD

Miss Alice Anderson, president of the California Division of the American Association of University Women, recently suggested some items in American social economy which we "can" afford and others which we "cannot" afford. In speaking to the Conference of Secondary-School Principals of California, she said: "It will be for us laymen to decide eventually what we can afford to have you do for us." Here are some impressions on the general subject of affording, gathered from the commonplaces of the daily press, but arranged to converge upon a point.

AS A NATION —

We Can Afford — Plenty of money as a medium of exchange to be spent rapidly for comfortable shelter, adequate clothing, nourishing food.

We Cannot Afford — Hoarded money, stacked-up commodities, unused idle plant and equipment, overproduced capital goods.

We Can Afford — Books, concerts, objects of art, sports and other social group activities with the services and equipment essential to them.

We Cannot Afford — Idleness of youth and unemployed people, tending to misdemeanor and crime with consequent expensive procedures and treatment.

We Can Afford — Protection and tutelage for youth, opportunity for maturity, security for old age.

We Cannot Afford — Neglected youth, chronically unemployed adults, miserable, helpless aged.

We Can Afford — Any plan or device for progressive expansion of purchasing power for the masses, even a "dole" which, at worst, provides a "cushion" of business activity below which a population cannot sink.

We Cannot Afford — Concentrated wealth looking for outlet in domestic or foreign investments that cause irritation when they do not serve an economic need.

We Can Afford — Securities acts — better and better ones.

We Cannot Afford — Rackets at the hands of gangsters or money powers.

We Can Afford — Thorough diagnosis of social ills, followed by treatment indicated for removal of causes, however expensive these may be.

We Can Afford — Leisure for all, time and opportunity to enjoy this gorgeous world.

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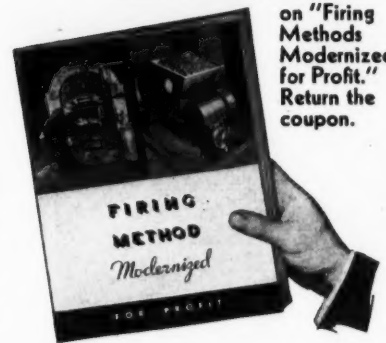
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School Administration Notes

SCHOOL REGULATIONS FOR PUPILS

The board of education of Monrovia, Calif., has adopted the following specific regulations for pupils. These regulations are based on the assumption that the pupils may be trusted in a large measure to govern themselves and that they will respect the rights of others. The regulations are as follows:

1. No pupil may leave the grounds at the noon recess or at any other time during the school day unless permission is first secured at the office.
2. Pupils driving cars to school are required to park them in the places specified, and may under no circumstances move them at any time during the school day without the permission of the principal, teacher in charge of the grounds, or caretaker.
3. Pupils are not permitted to work upon, or in any way tamper with either their own cars or any others parked on the school grounds during the school day.
4. Should any pupil drive a car on any part of the school grounds not within the area where driving or parking is permitted he will lay himself liable to the suspension or revocation of permission to park his car on the school grounds or any place adjacent thereto.
5. A speed limit of fifteen miles per hour shall be observed on the school driveway and all cars shall be brought to a full stop at the pedestrian crossing leading to the Physical Education Departments; also at the exit on Orange. The penalty for the infraction of this rule shall be the same as for Number 4.
6. Any pupils wishing to secure permission to go home for lunch must first secure from the Supervisor of Attendance a permit card showing the exact time when he may be absent from school, and indicating permission to use an automobile as means of transportation if such is required.
7. In order that the school premises may be kept neat and clean pupils must refrain from throwing papers or other trash or refuse on the grounds or in the buildings.
8. The teachers and caretakers are held responsible for the regulation of the lighting, heating, and ventilation of the buildings, and pupils are forbidden to manipulate shades, windows, or radiators, excepting

under definite instructions and strict supervision.

9. Tampering with fire-fighting apparatus, fire signal stations, or the use of any of the fire fighting equipment for other than its intended purposes is a serious infraction of state laws, contrary to the rules of the school, and endangers the safety of students and other occupants of our buildings. Such action will be considered a major offense and may result in the immediate dismissal of offenders, and of their being turned over to the proper civil authorities.

LA GRANDE, OREGON

Under the direction of Supt. Herbert Evans, the administrative department of the public schools of La Grande, Oreg., has discontinued the operation of "A" and "B" classes throughout the school system. The new plan calls for the discontinuance of A classes, composed of beginning pupils, at the midyear, and the retaining of the B classes, composed of pupils who have entered the schools at the opening of the fall term. The new plan, in effect, eliminates the custom of midyear promotion of classes and retains the system of annual promotion and graduation in June of each year. Under the plan, pupils receiving high averages have been advanced to a class above, and those whose averages were low have been placed in a class below. Pupils of the 8A class, who received "above average" grades were permitted to enter the senior high school at the midyear.

According to Superintendent Evans, it was discovered that a number of disadvantages had crept in as a result of the operation of "A" and "B" classes. These were enumerated as follows:

1. Pupils entering the first grade at midyear are few in number and having attended school but four and one-half months, become poorly adjusted to school life and their progress in school is interrupted.
2. Pupils entering "A" classes in September, who are required to change teachers at midyear find it difficult to adjust themselves to new personalities, methods, and techniques of teachers.
3. Pupils completing grade-school work at midyear do not always prefer to continue on to high school. They are not always given a preferred list of subjects, and it becomes necessary for the school to make changes in the program to accommodate students entering at midyear.
4. Pupils entering the senior high school at midyear are compelled to take additional subjects, with an additional burden, in order to graduate at the regular commencement time.
5. Teachers cannot handle two different classes of pupils as efficiently as one single group, regardless of the number of pupils in the room.
6. Teachers are unable to put into effect a supervised study plan so that pupils may be taught how to study, and may be given proper guidance in schoolwork.

NEW RULES GOVERNING QUALIFICATIONS OF PHILADELPHIA TEACHERS AND PRINCIPALS

The board of education of Philadelphia, Pa., has recently revised its rules governing the qualifications and eligibility of employees of the department of instruction, particularly teachers and principals. The amendments bring the conditions for eligibility into conformity with the rulings of the state department of education.

Normal-school teachers. The requirements for appointment to the position of normal-school teacher shall include the possession of a college degree, secured in a course of an approved college or university and two years of approved teaching experience.

Senior-high, junior-high, and vocational teachers. The requirements for appointment to the position of senior-high, junior-high, or vocational teacher shall include the possession of a college degree obtained from an approved college or university.

Practice and demonstration teachers. The requirements for appointment to the position of practice or demonstration teacher shall be four years of approved post-high-school education, and three years of approved experience, at least one year of which will be in the Philadelphia elementary schools.

Principals. The requirements for appointment to the position of principal of a normal, senior-high, junior-high, practice, demonstration, or vocational school shall be the possession of a college degree secured from an approved college or university, and not less than five years of approved experience in teaching or supervision. Principals of elementary schools will not be advanced to the final point of the schedules, unless they possess a college degree secured from an approved college or university.

Department heads. The requirements for appointment to the position of head of a department shall include those prescribed for senior-high-school teachers.

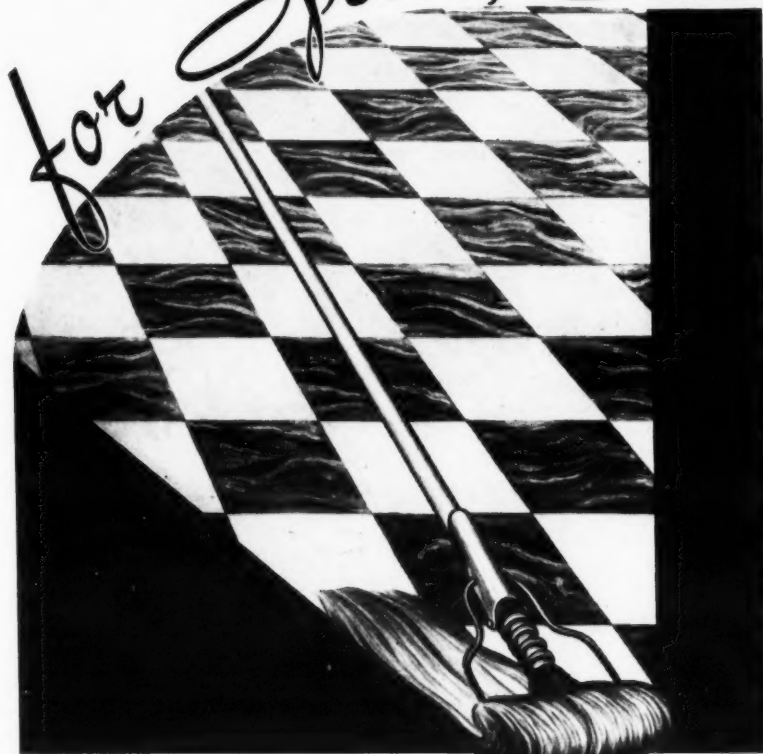
Industrial-arts teachers. Teachers of industrial-arts and vocational subjects in trade schools must be graduates of an approved high or trade school, and must have six years of approved training or experience, including two years of practical experience.

SCHOOL ADMINISTRATION NOTES

♦ The State Board of Education of Maryland, on May 25, voted to increase the length of the courses offered in the three state normal schools from three years to a period of four years. The action was taken upon the recommendation of the county superintendent of schools, the state elementary-school supervisors,

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and the normal-school principals. Under the new rule, county students who enter the normal schools in September, will enroll for the four-year course leading to the degree of bachelor of science in elementary schools. A three-year course will continue to be offered in the Towson Normal School for the preparation of teachers of Baltimore. Students now in training will not be affected by the change, but those who graduate next June, will be permitted to take the additional year of training if they are unable to acquire appointments and if there is a sufficient number to justify such action.

♦ Las Cruces, N. Mex. The union-high-school board has proposed resuming the teaching of music in the high school. Music was discontinued last year as an economy measure.

♦ Las Vegas, N. Mex. The school board has arranged for an eight weeks' summer session of the high school. The school is open to students who are unable to obtain employment and to those who are seeking to advance a grade.

♦ Garfield, N. J. Garfield Social Service Clubs have been organized in all grades of the schools, for the purpose of developing a better civic spirit and consciousness, for fostering a better attitude toward the city, and for instilling into the minds of the school children a desire to help the people of the city. Each club has its own officers, and meetings are held the first period of each Monday morning. The children at this meeting report orally on their contributions during the previous week to the improvement of their school, home, and city. The movement has resulted in an improvement of the morale and spirit of the people.

♦ Bloomington, Ill. A six weeks' summer school is being held in the high school.

♦ Forest Park, Ill. A change in the supervisory system of the schools has been effected, following a study of the present system. Under the plan, men principals will replace the women principals, with two schools under each principal. The plan reduces the number of principals from four to two and results in a saving of from \$2,500 to \$3,300 a year.

♦ A state-wide survey of adult education and recreation activities and facilities in Pennsylvania has been completed under the direction of the State Department of Public Instruction, as one of the CWA projects. The purpose of the survey was to obtain first-hand information as to adult education service now being rendered by public and private institutions within the state, and as to educational and recreational facilities which may be made to serve the interests of all the

state. The survey will reveal data which will be used in the formulation of a sound program for state-wide development of an adult-education and recreation program in harmony with present-day interests and needs.

♦ Nevada, Mo. No changes are proposed in the teaching, administrative, or janitorial staffs of the public schools during the school year 1934-35. The two members of the board of education whose terms had expired, were reelected without opposition for new terms.

♦ Crystal City, Mo. A basement room, 30 by 90 ft. in size, has been provided underneath the gymnasium of the high school to provide space for shower and locker rooms for 300 students. Other changes have been proposed, including new furniture and equipment for the chemistry, physics, and science departments. Approximately \$500 worth of playment equipment has been purchased for the use of the grade schools.

♦ Erie, Pa. The school board has adopted a tentative budget for the school year 1934-35, calling for an appropriation of \$2,289,841. The new budget represents a reduction of \$749,792 from the original estimate of \$3,039,633. It was voted to refund bonds maturing during the next school year, amounting to \$209,000. It was explained that the improved condition of the bond market has created the belief that the bonds can be easily disposed of by the school district.

♦ Temple, Tex. The public schools closed the fiscal year with a balance of \$5,099 in the bank. It was pointed out that state school apportionments must be depended upon to keep the school fund out of the red.

♦ The Northeastern Ohio Education Association, at a recent meeting in Cleveland, approved a united plan of action to help the schools of the district to solve their financial problems. It was pointed out that Ohio is one of the worst states, if not the worst, so far as the financial condition of its schools is concerned, due to the reduction of the tax limitation. It was deemed necessary that a definite plan of action be taken to save the schools.

♦ Savanna, Ill. The board of education has adopted a refinancing plan to permit the payment of \$130,000 in school bonds still outstanding over a period of twenty years. The new bonds will bear interest at the rate of 4¼ per cent and will be matured at a rate of \$4,000 a year from 1935 to 1937, \$5,000 from 1938 to 1941, and \$6,000 from 1942 to 1945; \$7,000 from 1946 to 1948, \$8,000 from 1949 to 1951; \$9,000 in 1952; \$10,000 in 1953; and \$10,000 in 1954.

♦ Joliet, Ill. James L. Longley, chairman of the finance committee of the board of education, has given warning that the board must adopt a retrenchment program during the next year. The board is faced with a deficit of more than \$250,000 and is likely to run out of money before the Christmas holidays.

♦ Richmond, Mo. The board of education has been able to balance its budget for the first time in ten years and has obviated the need for a loan before the end of the school term. After all bills had been paid, the board was able to report a nice balance in the bank to begin the new school year 1934-35. Anticipations of revenue for the coming year have increased 10 per cent, and salaries of school employees will be restored 10 per cent, beginning with July 1.

♦ Mexico, Mo. While the general financial conditions appear to be improved in the community, the drought condition makes crops uncertain and forecasts further tax delinquencies. Instruction supplies have been limited to the bare necessities, and repairs and improvements to buildings have been eliminated for this year in order to keep the budget down to the minimum.

♦ Butler, Mo. For the first time in several years, the school district is free from any current deficit. A year ago, the board was confronted with a debt of \$12,000 for current expenditures, the result of an unequal organization of the schools, restricted banks, and delinquent taxes.

In meeting the crisis, the schools of the district were reorganized, with all of the students of the first six grades in one building, and those of the seventh and eighth grades in the high-school building. This change resulted in a reduction of the number of grade schools from three to one, with a consequent reduction of a little more than 50 per cent in operating costs. Again the salary schedule was revised, making a reduction of \$10,000 in this year's budget. The saving in expenditures, plus the collection of some of the delinquent taxes, has enabled the school board to pay all current expenses, to eliminate the deficit, and to meet the budget for the school year 1934-35.

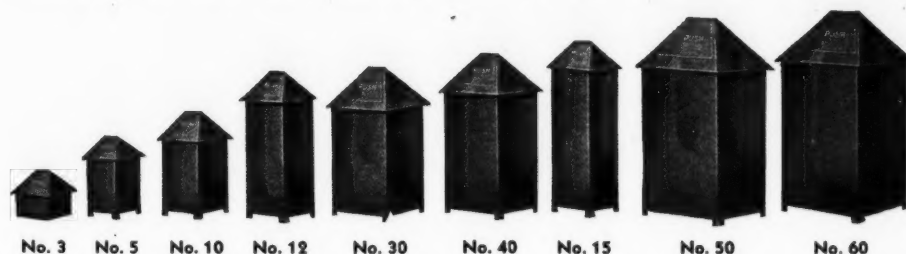
♦ State Commissioner of Education B. E. Packard, of Maine, has given a ruling to the school board of Brunswick, to the effect that it acted illegally in its recent action to place the high-school principal in full charge of the high school, leaving to the superintendent of schools only the elementary grades. In effect the plan sought to set up two distinct school departments, with two distinct superintendents in charge.



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♦ County Counsel Everett Mattoon, of Los Angeles, Calif., has ruled that full authority to refuse the use of school auditoriums by "pink and radical" groups lies within the power of the boards of education. In giving his opinion, Mr. Mattoon said that the boards have ample authority to refuse admission to any group or organization which they find and determine plans, or intends, to hold its meetings for the accomplishment of any purpose which is morally obnoxious or injurious or is prohibited by law, or which has for its purpose the overthrow of the government.

♦ Prof. George D. Strayer, of Columbia University, who recently conducted a survey of school conditions in Yonkers, N. Y., has recommended to the board that it exercise full control over its expenditures as a means of divorcing the schools from politics and of increasing the efficiency of the schools. Under the plan in operation in Yonkers for the past several years, the board of estimate of the city has retained the power of increasing or decreasing the school budget. Theoretically the school board has full power over its budget once the money has been appropriated.

Professor Strayer and his associates, as a result of the findings in the survey, have advocated the closing of two schools and of part of a third, and the gradual elimination of 77 teaching positions. They have also advised the appointment of a director of physical education and health service, to coordinate the work in that field. It is estimated that a saving of \$175,000 might be effected in the educational program by certain changes in administration. By increasing the number of pupils in each class, by a more efficient plan of class scheduling, a reduction in the number of teachers may be effected. It was recommended that the present salary schedule be continued in operation.

♦ Under a new regulation, teachers in the New York City schools may give power of attorney to another person to collect their salaries as these become due at the offices of the board of education. Special forms are provided by the board of education for this purpose. Such powers of attorney to be valid must bear the approval of the superintendent of city schools, or an associate superintendent, authorized to act in the matter. They must be further approved by the Bureau of Law of the city administration and by a deputy comptroller, and then must be filed in the pay division of the board of education.

♦ The Supreme Court of Oklahoma has rendered a decision in a test suit of the city of Tulsa, in which it upholds the right of the school board to determine the needs for a supplementary school appropriation. While school districts hampered by lack of current tax revenues will be aided by the ruling, it is a distinct blow to the school board of Oklahoma City which had planned to eliminate interest charges on current warrants.

The Tulsa board of education, which had a surplus of \$114,305 available from 1930-31 and prior years, sought permission to make a supplementary appropriation of \$111,460 for current expenses. The Tulsa county excise board interpreted a 1933 statute as requiring the surplus to be held over until the next fiscal year, and refused permission to make the appropriation. The school board appealed to the court.

The court, in rendering the decision, handed down a companion decision, upholding the authority of school boards to appropriate beer-tax revenues.

♦ Candidates for the Florida state legislature, through the press and in addresses before the public, have approved the proposed plan of the Florida Education Association and the Ways and Means Committee of the State School Board Association, calling for a new plan of raising revenue for the support of the schools of the state. Under the proposed plan, approximately \$7,500,000 is to be raised for the schools. The money is to be derived through revenues from permanent sources other than tax from the sale of liquor, so that cash will be available from month to month as salaries fall due.

♦ Attorney General J. E. Finnegan, of Wisconsin, in a recent decision, has ruled that boards of vocational education have not the power to purchase sites, buildings, or erect buildings for vocational purposes, in excess of the amount of money that they can raise by taxation during one year, unless the city council issues bonds to provide the funds.

♦ President E. E. Oberholtzer of the Department of Superintendence of the N.E.A., has addressed a letter to members of the Department, urging each member to become an active participant in the preparation of the program and in planning for the next year's meeting to be held in Atlantic City, February 23 to 28, 1935.

The president has arranged a program which will include new leaders in national affairs, as well as some

of the most prominent and professional leaders of the nation.

♦ Milwaukee, Wis. The school board has adopted a report of the Committee on Instruction, providing for the opening of the summer-school sessions on June 25. The sessions are conducted four hours each day, five days a week, and attendance is limited to "skippers" and failures in the elementary schools and "skippers" and subject failures in the high schools. Students who are one or two subjects short in the high school and students who have not made normal progress in the grades but who have shown ability to be accelerated or advanced to a new grade have been admitted upon the recommendation of the regular winter principal.

♦ The board of education of Davenport, Iowa, has filed an appeal for exemption from the Beatty-Bennett mandatory tax reduction law, making possible a levy of \$129,945 more than the law permits. The budget estimates for the operation of the schools next year have been set at \$719,029 in the petition, while the city's maximum under the law would be \$589,945.

♦ Sikeston, Mo. The board of education has not taken any action to eliminate industrial courses in the schools. The teaching load has been increased. Teachers' salaries will continue to be cut during the next year.

NATIONAL EDUCATION ASSOCIATION TO MEET IN WASHINGTON

"Education for Tomorrow" is the theme for the seventy-second annual convention of the National Education Association, to be held from June 30 to July 6, in Washington, D. C. More than 5,000 teachers and supervisors from schools in all parts of the country will take part in the meeting.

Speakers at the convention will place emphasis in their addresses upon the educational problems which have grown out of recent rapidly changing conditions. The Joint Commission of the Emergency in Education will make a significant report at the convention.

Dr. Robert M. Hutchins, president of the University of Chicago, will give a talk on "The Teacher, the School, and the National Life." A feature of the program will be an address broadcast to the Washington Auditorium by Admiral Richard E. Byrd. Other speakers on the program will be George F. Zook, U. S. Commissioner of Education, and Glenn Frank, of the University of Wisconsin.

The New Principal Begins Work

J. J. Vineyard, Junction City, Kansas

The high-school principal who is entering upon a new position is confronted with a large variety of tasks which call for immediate action. These tasks are in part personal, involving first contacts and adjustment to local conditions and persons; and part official, requiring planning, initiative, and action for getting the new school year under way. It is well to remember that tact, resourcefulness, sympathy, and self-control are of supreme importance during the first months of acquaintance and adjustment. It is also well to remember that the foresight, energy, and wisdom of the early decisions and directions frequently decide the success or failure of a new school official.

As a means of recalling to mind some of the relations and attitudes, which the new principal must put into action, the following check list will be found helpful. It will also serve the principal who has been in office for some years:

I. Relations with the Superintendent

A. The superintendent as the chief executive of the school system is entitled to the full confidence and cooperation of the principal.

B. The superintendent may be depended upon for complete information essential to the success of the principal:

1. Information concerning the community. (a) The vocations and the social status of the patrons; (b) the attitude of the patrons toward the school; (c) the attitude of the business community toward the schools; (d) the attitude of special groups toward the schools.

2. Information concerning the student population. (a) Attitude of the students toward the school, the teachers, etc.; (b) holding power of the school; (c) percentage of graduates who attend college; (d) list of colleges which require credits for entrance; (e) per cent of graduates who find employment and remain in the community; (f) types of employment which graduates have entered; (g) valuable facts concerning graduates who have left the community; (h) a complete enrollment of the school with names, classes, curriculums, addresses, occupations of parents, telephone numbers, and credits of students.

3. Information concerning the teachers. Personal record of teaching staff; (a) College preparation; (b) Professional and special preparation; (c) Experience; (d) Experience in the local schools; (e) Studies each was employed to teach; (f) Extracurricular activities which each can handle.

4. Information concerning the organization of the school. (a) Copies of records used in the school; (b) the extracurricular activities of the school; their organization and management; (c) accrediting organizations with which the school is affiliated; (d) requirements in physical education; (e) homeroom and other administrative facts.

5. Information on the principal's duties and responsibilities. If these have not been definitely recorded in the regulations of the board of education and in the rules of the school, it is advisable to obtain from the superintendent a statement of the extent of the principal's responsibility for: (a) Making the assignments for classes; (b) keeping the records of the schools; (c) handling discipline, absences, tardiness, and other possible problems; (d) inspecting the building; (e) supervising the work of the janitors; (f) supervising the instruction; (g) conducting the faculty meetings; (h) managing the library; (i) directing the social life of the school and the extracurricular groups; (j) directing experimentation and research; (k) supervising educational guidance and vocational guidance; (l) directing the placement bureau; (m) controlling and releasing school publicity; (n) supervising the funds of the school and of the student organizations; (o) rating the teachers and recommending promotions and dismissals; (p) rating textbooks; (q) rating school equipment and supplies.

II. Relations with Janitors

A. A clear-cut understanding of the relations with the janitorial force of the school are essential.

B. If standards of service and cleanliness are not set up by the board of education and the superintendent of schools, it becomes the duty of the principal to arrive at such standards and see that they are worked out.

III. Office Records

A study of the following records will assist the principal in arriving at an understanding of the main problems of the new school:

1. The permanent record cards for graduates.
2. The records of test ratings in English.
3. The student's extracurricular activity records.
4. The attendance records.
5. The excuse blanks and admittance blanks for absence and tardiness.
6. The homeroom blanks used to report absence and tardiness to the office.
7. The permanent student's information card, which records the name, age, date of birth, classification, curricular homeroom names of parents, street address, telephone number, occupation of parents, business address, I.Q., etc.
8. The class schedule and program card to show the studies carried by students each period of the day.
9. Interview or conference blanks for pupils.
10. Permit blanks for excusing pupils from class, etc.
11. Failure blanks for use of the homeroom and advisory teachers.
12. Failure blanks for teachers to report failures to the office.
13. Graph cards for the teachers to use at the close of periods in recording grades.
14. Special pupil records for filing information concerning special points of personal achievement, deportment, etc. (for case studies).
15. Vocational and educational guidance records.
16. Intelligence and achievement test records.

IV. Relations with the Teaching Force

A. The principal may advantageously send a letter to each new teacher stressing points like the following:

1. A pleasant greeting.
2. Willingness to assist the teacher in obtaining a hotel room for temporary use upon arrival and a permanent boarding place for the year.
3. Suggesting the good will and extending cooperation to the teacher.

B. The first faculty meeting.

1. Fix the time and hold it promptly.
2. Pass out a mimeograph bulletin to each teacher containing full information on: (a) class assignments; (b) periods when

classes will meet; (c) the time when sessions open and close; (d) the time when teachers will be expected to report for each session; (e) the room in which each teacher will meet her class; (f) lists of textbooks; (g) the length of class periods, including the exact time of opening and closing; (h) the length of class periods for the opening day; (i) a statement of the exact activities for the first day of school.

3. The duties of the teacher: (a) to call the roll and to obtain the class record card for each pupil on the first day; (b) explain the nature of the study and of the objectives; (c) to make the assignment for the second day.

4. To prepare the attendance reports at the stated times.

5. To note any questions or difficulties which should be taken up with the principal, or discussed at the faculty meeting.

V. The First Meeting with the Teachers

The principal may very well make a pleasant, businesslike address, suggesting (a) that the administration of the school is a cooperative task for which the teachers and the principal are jointly responsible and to which they must contribute the best of their training and experience; (b) the principal is available at all times to assist in solving problems—he invites the confidence of every teacher; (c) the principal desires to see each teacher grow professionally; (d) announces the office hours most suitable for special discussion of teachers' problems.

VI. The Principal and Extracurricular Activities

A. Is the program organized to promote the general objectives of the school, and does it harmonize with the curricular program?

B. Is the program organized to promote the special functions of the school?

C. Do the varied interests and activities of the school find expression in literary, athletic, academic, arts, and other organizations?

VII. The Principal and the Community

A. Informal contacts with the community are desirable so that the principal may render the best possible educational service.

B. Opportunities to explain the policies and plans of the school to individual parents and the parent-teacher associations are essential.

C. The principal must be approachable and pleasant to the entire clientele of the schools—patrons, teachers, and pupils.

VIII. The Principal and the Student Body

The principal must plan the first day of school, his first appearance in the assembly, and his first contacts with the students. It is important that an impression of a strictly businesslike but friendly attitude toward the pupils be established.

BOARDS OF EDUCATION COMMENDED

The representative assembly of the Michigan Education Association recently adopted the following resolution concerning boards of education:

"Problems of unprecedented proportions have everywhere confronted citizens in posts of public responsibility and more especially those having in charge the public schools. These problems have been perplexing in all places, but they have assumed crushing magnitude in the localities most affected by the industrial boom. While the calamity which the depression inflicted on those communities was nothing short of a major catastrophe, we behold amid it all an achievement of solid impressiveness, a performance of such matchless brilliance as to obscure for the moment all sense of misfortune. In the ten counties most affected by the industrial growth there appeared every Monday morning for fifteen years, 1915 to 1930, 550 new boys and girls knocking at the doors of the boards of education and demanding, as was their right,

a seat in school. These boys and girls demanded every Monday morning a new 16-room building, 20 new teachers, clerks, janitors, and much more. Every Monday morning for 600 weeks, 15 school years, the school boards in these 10 counties saw to it that this demand was met and thereby in 15 years housed 330,000 additional children placed under the care of 12,000 additional well-trained teachers. Captious critics pointed out that during this time the bonded school indebtedness of these 10 counties greatly increased. It is true. They charge reckless extravagance. The charge is unfounded. School facilities represented by a 16-room building cost at least \$350,000, and 600 cost \$210,000,000. The bonded indebtedness, increased by \$145,000,000, is thus obviously justified. Rather than submit to unfounded imputations these boards of education deserve the unqualified commendation of all good citizens. It is heartening to know that Michigan is still the home of a people animated with such zeal for the education of its children. Such a people the teachers of Michigan deem it an honor to serve."

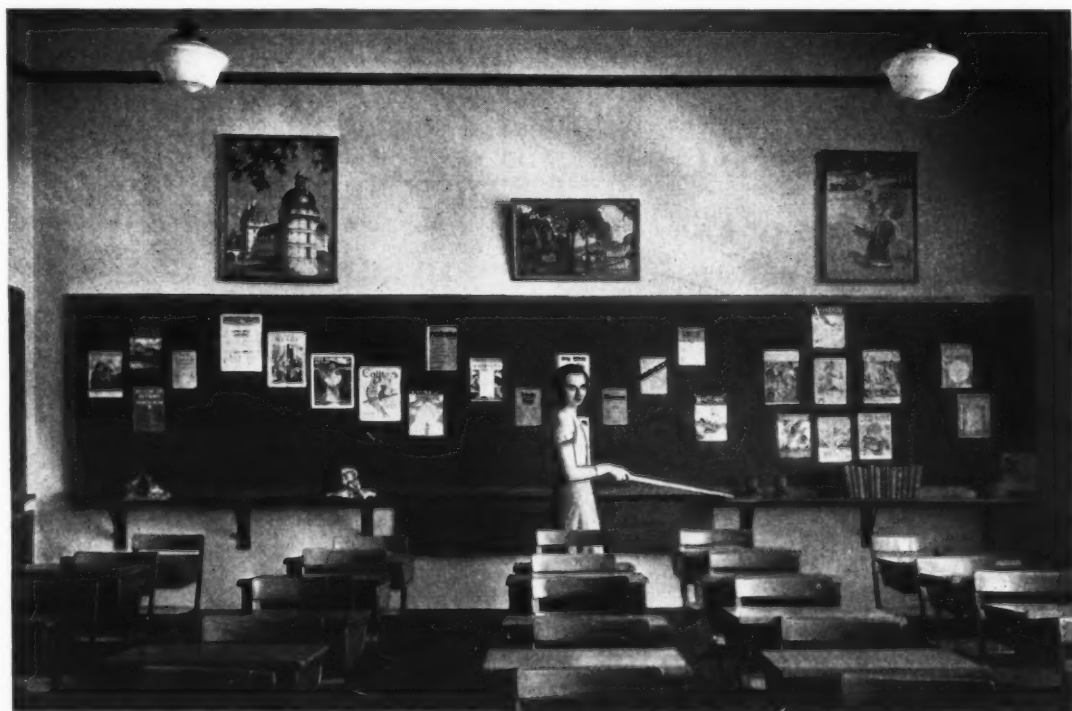
A NEW UTILITY CLASSROOM SHELF

By William Harper, Supervisor of Buildings, Kenmore, New York

The changes made in recent years in curriculum and teaching method have caused numerous modifications in the design and equipment of school buildings. The "progressive" idea in education, even in its most conservative forms, has required new types of furniture and new flexibility in the minor utilities of the classroom.

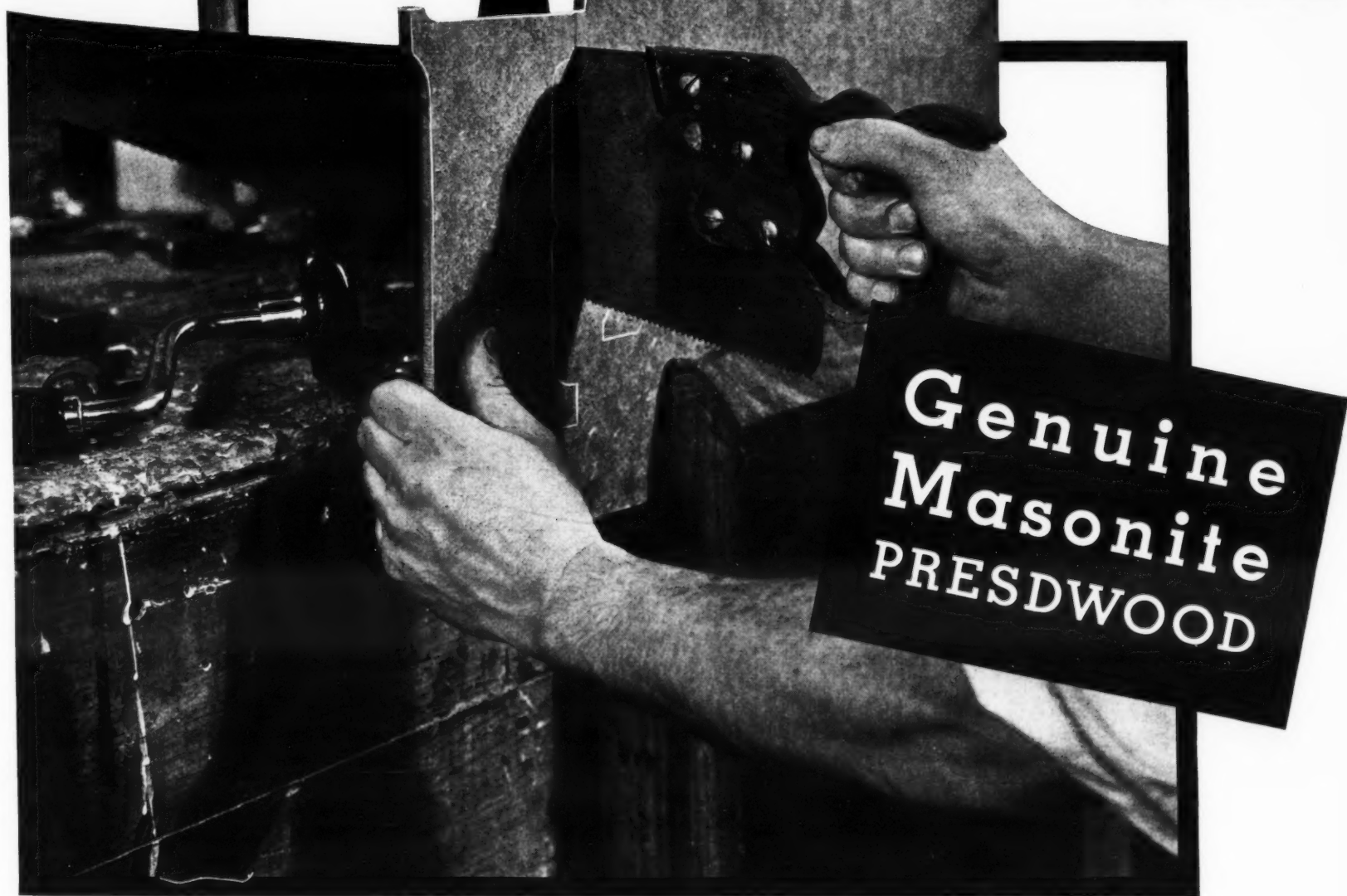
To meet the need of teachers for table and shelf space upon which to place various articles of teaching value, a folding shelf was devised by the writer for the Kenmore Junior-Senior High School. This shelf occupies the entire width of the classroom and is fitted immediately under the blackboard. It is 16 inches wide, divided into three 6-foot sections, and made of 3/4-inch hardwood, finished to harmonize with the desks and the wood trim. It is used to carry temporary displays of library and reference books, craft work, potted plants, completed pupils' projects, and other materials for class study. When not in use, it is folded down and out of the way. It is a most economical and useful substitute for tables which occupy valuable classroom space and which are troublesome to move, store, and maintain.

One of the teachers has this to say of the new shelves: "I find the new shelves in my classroom a very great added convenience, as well as decoration. They give me additional room for the display of projects, and serve as a place for my homeroom library. Potted plants add to their ornamental effect. Teachers of any subject should find them of great additional value in their work."



THE UTILITY CLASSROOM SHELF
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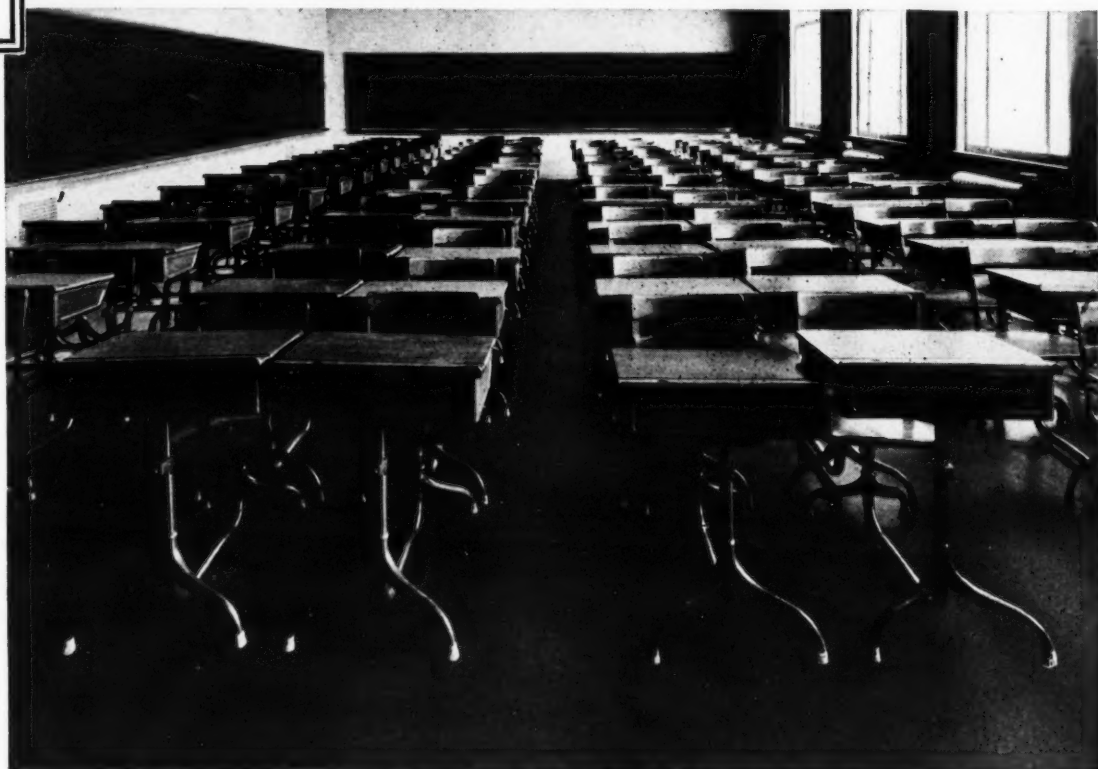
even at doorways and stairs, where traffic is heaviest of all, these floors retain their beauty.

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School Finance and Taxation

LEWISTON SCHOOLS LAUNCH RECOVERY PROGRAM

The public schools of Lewiston, Idaho, have entered upon a recovery program for the school year 1934-35, under the direction of Ralph Defenbach, president of the school board, and G. W. Todd, superintendent of schools.

The financial condition of the school district is the best it has been in recent years and the funds are ample to take care of the proposed program of recovery. It has been estimated that the fiscal year will close with a surplus of over \$77,000 in the fund for operating expenses. Approximately \$15,000 of this will be a cash balance, and the remaining \$62,000 is in the form of delinquent taxes due the district and waiting for payment. Tax collections have improved greatly during the year.

All teachers have been reappointed at a salary 16½ per cent below the schedule in effect in 1930-31, which is the equivalent of an increase of 12½ per cent in the salary budget for the new year. The board has re-established a reserve fund for the payment of substitute teachers and provision has been made in the budget for the employment of relief teachers and clerical help when necessary. During the past two years, the teachers shared with the local community by taking two cuts in salary.

SCHOOL FINANCE AND TAXATION

♦ President James B. McCahey, of the board of education of Chicago, in his annual report, recently declared that the board's economy program launched last summer, has so restored credit that the market for tax-anticipation warrants has been reopened, the warrant interest rate has been reduced from 6 to 5 per cent, and bonds and interest payments have been met when due. There has been increased competition among bidders for school work following the credit improvement, which has resulted in lowering costs, and the board has been able to sell sufficient tax warrants to gain two and one half months in back salary payments.

♦ Muskogee, Okla. The board of education has adopted a budget of \$299,400 for the school year 1934-35, which is a reduction of \$500 below the estimate of 1933-34.

♦ Oklahoma City, Okla. The board of education has adopted a budget of \$2,000,000 for the school year 1934-35, which is an increase of \$200,000 over the estimate of a year ago.

♦ The state legislature of New Mexico has recently passed a sales tax measure which makes the financial situation of the schools more hopeful.

♦ Columbia, Mo. The board of education has been able to pay off all of its outstanding indebtedness and closed the school year with a balance of from \$7,000 to \$10,000 in the treasury. Two years ago, the school district was in debt in the amount of \$28,000 for current expenses. In addition to its debts, the school district was also faced with a large reduction in real estate valuations which affected the amount of school revenue.

During the school year, the board of education expended about \$2,000 more than the estimated budget in order to carry on a program of CWA work. Among the projects was the laying out of a drive in front of the high-school building and an athletic field.

♦ For the past two years the Research Division of the National Education Association has prepared for the Commerce Clearing House a tabulation showing certain taxes allocated to the support of the schools in the several states. Mr. William G. Carr, director of the Research Division, with the assistance of the Clearing House, has obtained a copy of the tabulation for 1934 which will be found particularly helpful for those interested in state school finance legislation. The table offers data on property, income, sales, severance, inheritance, poll, and other forms of taxes, which are allocated to the support of public elementary and secondary schools and institutions of higher learning.

♦ Boston, Mass. The school board has adopted a budget of \$13,650,815 for the school year 1934-35. The new budget represents a reduction of \$362,644 in maintenance appropriations.

♦ Windsor, Conn. The school board has adopted a budget of \$146,000 for the year 1934-35. The new budget shows an increase of \$14,000 over the estimate of 1933-34.

♦ Oklahoma City, Okla. A plan for retiring all outstanding city school warrants by October 1, has been presented to the school board by Day Fezler, president of the board. Although the board was refused permission to absorb the warrants with surplus funds released by a State Supreme Court ruling, it was announced that the County Treasurer W. F. Valhberg would purchase \$53,000 in warrants, leaving a balance of \$100,000 in 1932-33 warrants which will be taken up by taxes now in the process of collection. The warrants

will be purchased with sales-tax funds, stipulated by the last legislature as an investment fund for municipal government. The board has voted to use \$200,280 in surplus funds for immediate building improvements of city school buildings.

♦ Norfolk, Nebr. By care in the use of electric lights a reduction of 75 per cent has been made in electric-light bills, in comparison with the cost of this service during the year 1930-31. Careful attention to the use of water showed a similar reduction in the cost of the service.

♦ Allentown, Pa. The school board has adopted a budget of \$1,781,000 for the school year 1934-35. The tax rate for school purposes will remain at 13 mills.

♦ Amsterdam, N. Y. The board of education has adopted a budget of \$614,355 for the school year 1934-35.

♦ Davenport, Iowa. State Comptroller C. B. Murtaugh, of Des Moines, has granted the school board an exemption from the provisions of the Beatty-Bennett mandatory tax-reduction law. Under the exemption, the school board will be able to collect \$83 in taxes for each pupil on the basis of average daily attendance. Under the law the district would be permitted to collect only \$68. The exemption gives the school board \$125,000 additional revenue this year.

♦ Norfolk, Nebr. The general school fund of the district at the end of the fiscal year on July 1, showed a balance of from \$55,000 to \$60,000.

♦ New York, N. Y. The fear of school officials that rising costs of school supplies would present a problem in budget making for next year have been realized, following a report of the special committee on 1935 budget estimates. An increase of \$7,000 was allowed in the budget to take care of high prices for instructional supplies. Materials in which increased costs have been reported are paper towels, kindergarten supplies, sewing supplies, raffia, and drawing supplies.

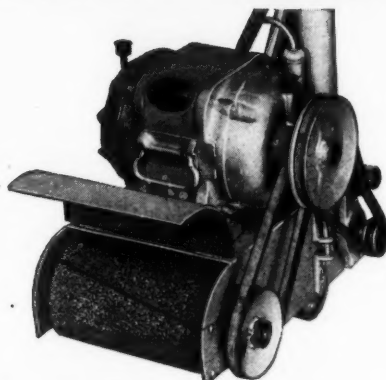
♦ Las Vegas, N. Mex. The school budget for the year 1934-35 will be the same as for 1933-34. The business tax which went into effect May 1, is expected to furnish a large amount of funds for the use of the common schools. This has become necessary, since a constitutional amendment limits the property tax for all purposes to 20 mills.

♦ Chattanooga, Tenn. The education department of the city government overdraw its budget in the amount of \$33,369 during the last school term. It is estimated that the school-department deficit will reach \$45,000 to \$50,000 by next September.



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School Board News

♦ Chillicothe, Mo. The public-school system has successfully met the financial problems which arose during the depression and has been able to meet all of its current expenses. The school budget has been greatly reduced through cuts in the art, music, and penmanship departments and the taking over of the work of these departments by the regular day teachers. While the expenses in the teacher and incidental accounts were reduced about 33 1/3 per cent, some difficulty was faced in making a reduction in the building account. As a solution of this problem, it has been suggested that the face value of school-building bonds be cut down, and that the interest rate on bonds be reduced from 5 to 3 per cent.

♦ Newton, Mass. The board of education has voted to suspend the rule adopted last fall, discontinuing corporal punishment in the schools. It was decided that teachers shall be permitted to maintain discipline by reasonable and proper means. Matters of discipline may be referred to the principals.

♦ Brunswick, Me. The board of education has adopted a resolution, requiring that the principal of the high school shall act as superintending principal, that he shall be held responsible for all disciplinary matters, that he shall make all appointments of teachers, that he shall order all supplies for the schools, and attend to all matters connected with the supervision of the schools.

♦ Stoneham, Mass. The school board has adopted a new rule, providing that children who are over 5 years of age and who have received training from a recognized kindergarten for 120 days, and are able to pass the entrance examination, may be admitted to school in the fall.

♦ Danvers, Mass. The school board has adopted a tuition fee of \$125 for students outside the city who will attend the high school next year.

♦ Tampa, Fla. A full nine months' term has been adopted for all schools of Hillsborough County. Additional revenue above the budget estimate permitted the extension of the term.

♦ Newark, N. J. A retrenchment program has been presented to the board of education by Supt. J. H.

Logan to meet the \$165,000 in economies imposed upon the board by the city board of school estimate. The savings will be effected by the closing of three schools, a reduction of the teaching personnel, and other instructional staffs.

♦ Los Angeles, Calif. A civil service commission has been set up in the city school district through action of the board of education. The civil service regulations will apply to teachers and other school employees appointed to service in the schools.

♦ Norfolk, Va. The school board has arranged for a summer school, to be conducted on the fee basis, beginning with June 13 for the elementary schools, and June 14 for the junior and senior high schools.

The schedule of rates for the white schools is as follows: senior high school, \$6 for one subject, \$10 for two; junior high school, \$5 for one subject, \$8 for two; elementary schools, \$4 for one subject, \$7 for two, and \$10 for three.

♦ Columbia, Mo. The board of education has adopted a new method of health supervision with the employment of a school doctor and nurse. Formerly, the work was conducted as a part of the county health unit. A continuous census plan is being conducted in connection with a regular attendance department.

♦ Portsmouth, Ohio. The board of education has been notified that the high school must be operated on a nine-months basis or suffer the loss of recognition in the Northcentral Association of Secondary Schools. Because of lack of finances, the school has been operated only eight months during the past two years.

♦ Highland Park, Ill. An appeal to "save the schools" has gone out to the parents of pupils in the elementary and high schools of New Trier Township. The school board has become financially embarrassed, due to a long delay in the resumption of tax payments and to the drastic reductions in real estate valuations. The tax payments in arrears to the New Trier High School alone amounts to \$1,725,000, or over three years' expenses.

♦ Lakewood, Ohio. Mr. T. F. McDonald, a member of the school board, has presented a resolution to the board that pupils be asked to eliminate secret societies from their school life on their own initiative. The board is without authority to control fraternities, sororities, and out-of-school clubs.

♦ The board of education of Cincinnati, Ohio, in a resolution recently adopted, called upon the local agencies to take proper action to counteract some of the evils of unclean and immoral motion-picture films. It was pointed out that doubtless there is a great deal

of excellent material in the movies, but that there are many pictures shown which cannot help but be debauching and capable of permanently warping the moral judgment of children.

♦ Carbondale, Ill. The grade-school board has voted to furnish books to pupils of the seventh and eighth grades on a rental plan during the next year. The plan is being tried out as an experiment in these grades before applying it to the entire system. The rent for books is charged to the parents each year and is only about a third of the cost of books bought on the regular plan.

♦ Cleveland, Ohio. Teachers in the city schools recently protested against the action of the school board in making a decision on the salary schedule in a secret session. The schedule, formally approved by the board, gives teachers the same salary for the coming year that has been paid to them since January 1, when a 15 per cent cut was discontinued.

♦ Chicago, Ill. The board of education has revised its rules to reduce the paid vacations of civil service employees with fifteen or more years' service from three weeks to two weeks. The order, which becomes effective immediately, affected 500 employees and will save the school system \$26,000 annually.

♦ The Chicago board of education, at a recent meeting, ordered its legal department to begin mandamus proceedings against R. B. Upham, city comptroller, to require him to sign \$28,000,000 of school bonds to be issued by the board. The action is in the nature of a friendly suit to speedily determine the legality of the bond issue authorized to obtain a government loan to pay back salaries of teachers and other school employees. The action is the quickest possible way to obtain a court decision on the status of the bonds, to be issued under a special act of the Illinois legislature passed last winter. A decision of the court requiring the comptroller to sign the bonds as a valid issue would clear the way for posting the bonds as security for a Reconstruction Finance Corporation loan.

♦ The first Ohio test case to determine whether a taxing district has the right to levy outside the 10-mill limitation is provided by the school board at Lakewood, Ohio, which has voted to settle the issue by seeking to place a 3-mill levy on the ballot next fall. Although the Lakewood schools will require funds outside the limitation to function next year, Morris H. Phillips, a board member, explained that the primary purpose is to call state-wide attention to the failure of the legislature to provide relief for the school districts of the state.

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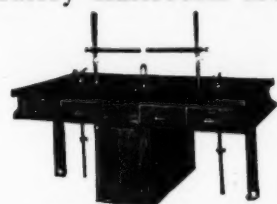


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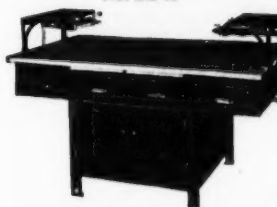
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TOLEDO BOARD INCREASES SUPERINTENDENT'S AUTHORITY

The Toledo, Ohio, board of education has invested Supt. Ralph E. Dugdale with authority as its chief executive and has ordered that all teachers and professional employees shall present their reports and requests to the board through the superintendent.

The resolution changing the administrative policy of the board and changing the executive status of the superintendent is in part as follows:

"The superintendent of schools shall be the executive officer of the board of education. He shall initiate changes in both policies and means of procedure and shall present them, with his recommendations, to the board of education for consideration and approval. After approval by the board of education he shall be responsible for placing into operation the means through which such policies may be made effective.

"All professional employees or groups of employees shall submit all reports, recommendations, suggestions and requests to the superintendent of schools, instead of presenting them directly to the board of education."

Another resolution prohibits independent legislative activity of teachers:

"No employee or group of employees of the board of education shall initiate, aid, or present any state legislation or local tax-collection policy, without first obtaining the approval of the board of education through the superintendent of schools."

In the past, the board has been willing to accept in open meeting any suggestion or request directly from teachers, school employees, or citizens, without previous consideration by the superintendent; and only recently has it been stipulated that such requests, etc., be submitted in written form to the clerk of the board in advance of the meetings. Similarly, independent legislative activities on the part of teachers and janitors have gone unchecked.

ADOPT NEW WORKING CONDITIONS FOR SCHOOL CLERKS

Working conditions for all clerical employees of the Hartford, Conn., school system have been officially outlined by the board of education. Upon recommendation of Supt. Fred Wish, Jr., these conditions have been made uniform in the entire school system. The new salary schedule, which is the most important item in the rules, provides that all clerks shall reach the maximum pay in fifteen years.

Initial and maximum salaries are set for each group as follows: central office clerks, \$1,000 and \$1,600;

school clerks, \$900 and \$1,500; central office secretaries, \$1,200 and \$2,000; school secretaries, Grade A, \$1,500 and \$2,000; school secretaries, Grade B, \$1,200 and \$1,800.

For new appointments to all clerical positions, at least high-school graduation will be a requirement.

All school secretaries and clerks are expected to be on duty 45 minutes before the opening and 45 minutes after the close of school. They are subject to call on Saturdays and during the single vacation weeks. They are expected to be on duty at least one week after the close of the school year, and at least two weeks before the opening of the new school year.

All school clerical employees shall be subject to call upon adequate notice for summer vacation duty and shall be paid additional compensation at the rate of \$20 a week, if and when it is found advantageous to use them in the administrative offices.

The hours for administrative secretaries and clerks shall be from 9 a.m. to 6 p.m. with an hour and a quarter for lunch (9 to 12 on Saturdays). This may be modified by earlier closing during the summer vacation if found possible. The executive may adjust the hours of an employee from 8:30 a.m. to 4:30 p.m. keeping the same length of working day. All administrative clerical employees are entitled to two weeks' vacation with pay.

TENURE THREATENED

The tenure of 30,000 teachers in New Jersey was threatened by a decision handed down on June 2, by the New Jersey State Board of Education, in the case of Lydia J. Meech versus the board of education of Wildwood, N. J. Under the ruling of the State Board of Education, teachers employed for a ten-months' period instead of a full year, are not protected by the tenure law because of a break in their employment of two months each year.

The State Board of Education, in its opinion, stated: "The conclusion reached may seem unduly technical and perhaps harsh, but under the terms of the statute and the decisions of the courts and this board, as well as the commissioner, we can see no escape from it."

The decision was reached in the case of Lydia J. Meech, employed since 1930 by the Wildwood board of education, through contracts of ten months of each year. The effect of the contract terminated her service as a teacher at the end of each school year in June. She was dismissed last October when the special class which she taught was abolished on grounds of economy. Miss Meech claimed that she was protected by tenure and that she was legally entitled to another position

following the abolishment of her position. Her contention was upheld by Dr. Charles H. Elliott, Commissioner of Education, who ordered her reinstatement, but this decision was reversed by the ruling of the State Board.

SCHOOLBOOK STANDARDS SET

The textbooks supplied by the New York City board of education to the children attending school must meet standards fixed by the board of superintendents. They deal with the physical make-up as well as with the educational content of schoolbooks.

The standards required by the superintendents were recommended by such organizations as the American Hygiene Association, the Association for the Prevention of Blindness, the British Association, and other groups.

Although the school heads feel that the standards governing size of type, length of line, leading and spacing, as well as the number and arrangement of illustrations, are highly desirable, it announced that it will not make them mandatory. Thus, authors and publishers are given some degree of latitude "in order that the book may be kept within reasonable size and that consideration may be given to the scheme of the author."

With regard to binding, the standards specify that the books open flat in order to prevent muscular and eye fatigue caused by rapid changes in reading distance. Bindings should be reinforced and cover boards firm, the board rules.

The regulations call for paper that is smooth, without gloss, hard finished, white or light cream tone and opaque, but not so thin as to permit print marks to show through.

Illustrations should be both artistic and suitable in type for the grade, with line blocks of good size preferred, the board feels.

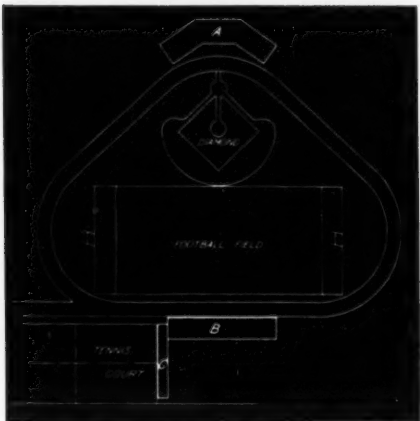
"The principle of color harmony should be adhered to," the rules read. "Colors should not conflict with reality. Illustrations should not be too small for clear and easy perception. Illustrations should not contain too many irrelevant details. Highly glazed paper necessary to exhibit photographic detail is permissible for older children."

The standards also call for pages that present a pleasing appearance without overcrowding of type and page or waste of space.

Other items specified in the standards are margin, length of line, number of lines, space between words and between letters, height of letters, character of type, ink, atlases and music books.

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Book News

Intermediate Algebra

By Aaron Freilich, Henry H. Shanholt, and Joseph P. McCormack. Cloth, 416 pages. Price, \$1.40. Silver, Burdett and Company, Newark, N. J.

This second course for high schools begins with numerical trigonometry, includes a brief review of fundamental processes, and carries the work along through radicals, exponents, and the use of logarithms, to geometric progressions. Each topic is introduced by a discussion of facts which lead the student into the discovery of new meanings. Illustrative examples follow and then a clear-cut statement is made of principles and their application. Finally a series of illustrated examples complete the chapters.

Following each chapter there is a cumulative review, involving the use of principles learned in the earlier chapters. These are so arranged that they form comprehensive achievement tests which provide the teacher a clear picture of the student's progress. Throughout the book motivation is introduced and applications are made to present-day economic, scientific, and social situations. A very practical chapter on the meaning and use of statistics completes the work.

Enjoyment of Literature

By Ralph P. Boas and Edwin Smith. Cloth, 572 pages, illustrated. \$1.60. Harcourt, Brace and Company, New York City.

The authors describe this work as "a rewritten and expanded version" of their previous work, *An Introduction to the Study of Literature*. Their purpose has been to give to high-school seniors a textbook and to sophomores and juniors a reference book that will supply all the information the student needs about types of literature and the characteristics of most of the well-known authors.

It is really surprising how much information and literary criticism has been packed into a book of this size. Poetry, fiction, drama, the essay, and other forms of literature are considered in structure and style with references to and brief quotations from various authors by way of illustration. The criticism is, as a rule, favorable to the better class of writers, but we fear that some of it will encourage students to read authors that their conscience should tell them to let alone.

Jimmy, the Groceryman

By Jane Miller. Cloth, 96 pages. Price, 64 cents, illustrated. Houghton Mifflin Company, Boston.

This second-grade supplementary reader explains in informal and most interesting style the business and the work of the groceryman. It explains, too, the sources of the main food products, their transportation, care, and final delivery to the home. The book will serve ideally in an activity program or can simply be used for silent reading. While the author in her introduction emphasizes the importance of the accurate social-studies content of the book, its utility for teaching silent reading on the basis of the fundamental value and interest of the content seems to be its chief feature.

Essays Old and New

Edited by Essie Chamberlain. Cloth, 498 pages. \$1. Harcourt, Brace and Company, New York City.

This book appeared first in 1926 with 41 essays chosen by many teachers as being suitable for high-school reading. Now it appears in a new edition with the addition of eleven essays mostly from contemporary writers.

The selections, as a whole, have been in excellent taste including the work of such favorite writers as Stevenson, Theodore Roosevelt, Irving, Lamb, Repplier, Chesterton, and many others of equal merit. This reviewer thinks that the book would have been better for the omission of one or two of the new selections.

Thinking, Speaking, and Writing

By Benjamin Veit and others. Eight books. Cloth, illustrated, 112 to 192 pages. 56 cents to 63 cents. Silver, Burdett and Company, Newark, N. J.

There is a separate book for each semester from the third to the sixth grade inclusive. The general author is a district superintendent in New York City, and the special grade authors are a principal and several assistant principals.

These experienced teachers have produced a very interesting and workable course in language. They have kept in mind the language needs of the pupils and based exercises in these needs on life situations of the pupils. Considerable attention is given to correct usage with no attempt at the formal teaching of grammar.

Journalism for High Schools

By William N. Otto and Mary E. Marye. Cloth, 424 pages. Price, \$1.48. Harcourt, Brace and Company, New York, N. Y.

A comprehensive text for high-school courses.

My Word Book

By F. S. Breed and E. C. Seale. Five books. Paper, 96 pages each. Lyons & Carnahan, Chicago.

The subtitle of this series of workbooks in spelling explains them as a course of integrated activities in spelling.

New Progress Tests in Latin

By B. L. Ullman and A. W. Smalley. Paper, 128 pages. Price, 40 cents. The Macmillan Company, New York.

This is not a workbook but a comprehensive collection of tests, for first-year Latin and for review in the first half of the second year. Six aspects of mastery are considered—vocabulary, sentence construction, word forms, syntax, English derivatives, and comprehension in rapid reading. A final group of tests is applied to Roman life and history. In arrangement and difficulty, the tests correspond to the six most popular texts used in high schools. For vocabulary the word list of the college-entrance examination board has been the basis.

The American Society of Heating and Ventilating Engineers Guide

1934 Edition. Cloth, 846 pages, illustrated. Price, \$5. Published annually by the American Society of Heating and Ventilating Engineers, New York, N. Y.

This guide reflects very clearly the growth of air conditioning as the most important present-day problem of the heating and ventilating engineer. It suggests, in fact, indirectly, that the time has come when we shall no longer speak of heating and ventilation or heating and ventilating engineers as such but of air conditioning and of the air conditioning engineer. The new chapters in the present book include technical discussions of the cooling load and cooling methods, unit air conditioners, humidifying and dehumidifying equipment, new types of steam heating systems and piping. The book also contains important revisions in the technical data on natural ventilation, central fan systems, air cleaning equipment, sound control, mechanical furnace systems, radiators, heating boilers, pipes, fittings, welding. The book is one which is indispensable in the office of the business division of school boards.

Builders of Our Nation

By Olive E. Smallidge and Frederic L. Paxson. Cloth, illustrated, 700 pages. \$1.36. Houghton Mifflin Company, Boston, Mass.

History for the upper elementary grades is made interesting by the methods of this book, which teaches history as a series of biographies of leaders. There are



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as well as
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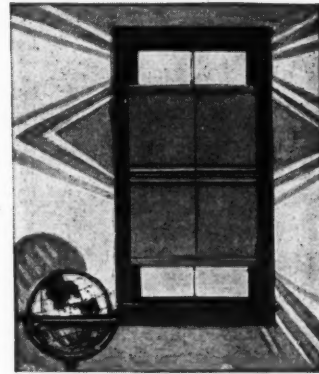
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INDIANA

six large units or problems; namely, the settlement of the original colonies, the French colonies, the struggle for independence, the conquest of the West, the Civil War, and modern progress.

Numerous suggestions for pupil activities lighten the teacher's task. There are also thought or recall questions following the chapters, together with word and phrase studies and questions on geography. Many illustrations, some in colors, add to the pupil interest.

Junior English in Action

Book Three. By J. C. Tressler. Cloth, 478 pages, illustrated. \$1.16. D. C. Heath and Company, Boston, Mass.

This book for the ninth grade completes a three-book series. As the title implies, action is its keynote. It teaches oral and written composition through practice. The practice, however, is based upon a knowledge of principles. Book Three contains a good summary of the essentials of grammar with models and exercises. "Learning to speak and write entirely by ear is, like learning to play by ear, a superficial method," says the author.

Travel by Air, Land, and Sea

By Hanson H. Webster. Cloth, 440 pages, illustrated. \$1.08. Houghton Mifflin Company, Boston, Mass.

This is a very practical reader for the intermediate grades. There is no question about the interest it holds for boys and girls. All kinds of transportation, old and new, throughout the world, are treated in text and picture. Aviation is given special attention; its development and present status are made quite plain. References for further reading are supplied with each chapter, and the complete index renders the contents available for ready reference.

The Fusion of Social Studies in Junior High Schools

By Howard E. Wilson. Cloth, 224 pages. Harvard University Press, Cambridge, Mass.

A study of the practices and results of fusing the history, geography, and civics in junior-high-school classes.

American Literature

By Thomas H. Briggs, Max J. Herzberg, and Emma Bolenius. Cloth, octavo, 784 pages, illustrated. Houghton Mifflin Company, Boston, Mass.

The authors have set for themselves the ambitious task of presenting for senior-high-school students representative selections from writers in each period of

our country's history; selections grouped according to types of literature—history, the novel, the short story, essays, the newer poetry, the drama, and folklore; the backgrounds of American literature—75 pages of the history of American literature with bibliographies and references to selections in other parts of the book; and more than 60 pages of selections from world literature.

The various selections are followed by teaching and learning helps, such as fact and thought questions, questions on technique, objective tests, examination questions, critical comment, and suggestions for library work and supplementary reading. To the editorial comment has been added "The Province of Poetry," by Bliss Perry, "The Philosophy of the Short Story," by Brander Matthews, and "A Note on the Essay," by Carl Van Doren.

In general, the delicate task of choosing representative selections that are wholesome for young readers has been well accomplished. Some, however, will question the wisdom of including a selection like Bret Harte's "The Outcasts of Poker Flat" or Henry James's "Paste."

The selections from world literature have been made with discrimination. However, there is a brief essay from an objectionable French author. The world-literature section, however, is the last of the book—a sort of appendix, in keeping with the recommendations of the National Council of Teachers of English.

Burke's Speech on Conciliation

Edited by H. De F. Widger. Cloth, 148 pages. Price, 48 cents. D. C. Heath and Company, Boston.

The editor has provided a very complete historic introduction, notes, and suggestions for study.

How Our Government is Run

By Inez N. McFee. Cloth, 348 pages. Price, \$2.50. Thos. Y. Crowell Co., New York.

The chief value of this book lies in the fact that it describes in a very human way just what each department of the government and each of the more important officials does to make the United States a better country for the average citizen. Chapters on taxation, the flag, Washington as a city, etc., round out a very illuminating description of the mechanics as well as the principles of our Federal Government.

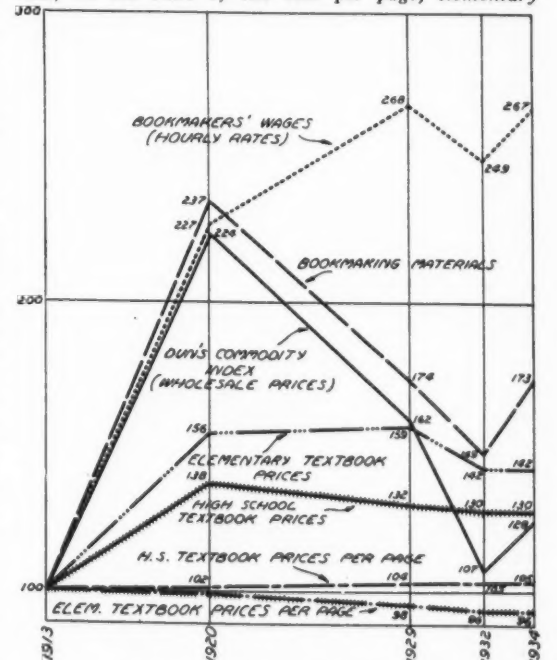
Takamere and Tonhon

By Anna W. Arnett. Beckley-Cardy Co., Chicago, Ill. The story of two little red children in their prairie home. Suited to second- and third-grade classes.

SCHOOLBOOK PRICES

An interesting graphic comparison between school-book prices and the cost of bookmaking has been prepared recently by the research department of Scott, Foresman & Company, Chicago.

The study indicates that bookmakers' wages and bookmaking materials have increased enormously in comparison with the price of textbooks since 1913. In fact, on the basis of the cost per page, elementary



GRAPH OF SCHOOLBOOK PRICES

textbooks at the present time are cheaper than they were in 1920 and in 1913.

The cost of high-school textbooks per page has risen only five points over 1913. These figures are more significant when it is considered that bookmaking materials are at 173 on the index, and bookmakers' wages at 267 as compared with 1913 wages.

The increase in the total cost of elementary textbooks and of high-school books is due largely to improved contents and to increases in the number of pages, illustrations, etc.



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CONSTITUTIONAL RESTRICTIONS ON DISTRIBUTION OF SCHOOL FUNDS

(Concluded from Page 17)

such districts as to enable each district to hold school for the said period.

NORTH DAKOTA — 154

The interest and income of this fund, together with the net proceeds of all fines for violation of state laws and all other sums which may be added thereto by law, shall be faithfully used and applied each year for the benefit of the common schools of the state, and shall be for this purpose apportioned among and between all the several common school corporations of the state in proportion to the number of children in each of school age, as may be fixed by law . . . provided, however, that if any portion of the interest or income aforesaid be not expended during any year, said portion shall be added to and become a part of the school fund.

OKLAHOMA — 11:3

The interest and income of the permanent school fund, the net income from the leasing of public lands which have been or may be granted by the United States to the state for the use and benefit of the common schools, together with any revenue derived from taxes authorized to be levied for such purposes, and any other sums which may be added thereto by law, shall be used and applied each year for the benefit of the common schools of the state, and shall be, for this purpose, apportioned among and between all the several common school districts of the state in proportion to the school population of the several districts, and no part of the fund shall ever be diverted from this purpose. . . .

OREGON — 8:4

Provision shall be made by law for the distribution of the income of the common-school fund among the several counties of the state, in proportion to the number of children resident therein between the ages of 4 and 20 years.

SOUTH CAROLINA — 11:6

The distributive funds raised by taxation within the counties shall be apportioned among the school districts of the county in proportion to the number of pupils enrolled in the public schools of the respective districts. . . .

. . . and from and after the thirty-first day of December, in the year 1898, the general assembly shall cause to be levied annually on all the taxable property of the state such a tax, in addition to the said tax levied by the said county board of commissioners or similar officers, and poll tax above provided, as may be necessary to keep the schools open throughout the state for such length of time in each scholastic year as the general assembly may prescribe; and said tax shall be apportioned among the counties in proportion to the deficiencies therein and disbursed as other school funds. . . .

SOUTH DAKOTA — 8:3

(Same provision as in North Dakota, except omitting the proviso.)

TEXAS — 7:5

The principal of all bonds and other funds, and the principal

arising from the sale of the lands hereinbefore set apart to said school-fund, shall be the permanent school-fund; and all the interest derivable therefrom and the taxes herein authorized and levied shall be the available school-fund, which shall be applied annually to the support of the public free schools. And no law shall ever be enacted apportioning any part of the permanent or available school-fund to any other purpose whatever; nor shall the same or any part thereof ever be appropriated to or used for the support of any sectarian school; and the available school-fund herein provided shall be distributed to the several counties according to their scholastic population, and applied in manner as may be provided by law.

UTAH — 10:3

The interest from the permanent school fund, together with such other means as the legislature may provide, shall be distributed among the several school districts according to the school population residing therein.

VIRGINIA — 135

The general assembly shall apply the annual interest on the literary fund; that portion of the capitation tax provided for in the constitution to be paid into the state treasury, and not returnable to the counties and cities; and an annual tax on property of not less than one nor more than five mills on the dollar to the schools of the primary and grammar grades, for the equal benefit of all the people of the state, to be apportioned on the basis of school population; the number of children between the ages of 7 and 20 years in each school district to be the basis of such apportionment. And the general assembly shall make such other appropriations for school purposes as it may deem best, to be appropriated on a basis to be provided by law.

WISCONSIN — 10:5

Provision shall be made by law, for the distribution of the income of the school fund among the several towns and cities of the state, for the support of common schools therein, in some just proportion to the number of children and youth resident therein, between the ages of 4 to 20 years, and no appropriation shall be made from the school fund to any city or town for the year in which said city or town shall fail to raise such tax; nor to any school district for the year in which a school shall not be maintained at least three months.

WYOMING — 7:8

Provision shall be made by general law for the equitable distribution of such income (from permanent state school fund) among the several counties according to the number of children of school age in each; which several counties shall in like manner distribute the proportion of said fund by them received respectively to the several school districts embraced therein. . . .

7:9 — The legislature shall make such further provision, by taxation or otherwise, as with the income arising from the general school fund will create and maintain a thorough and efficient system of public schools adequate to the proper instruction of all the youth of the state, between the ages of 6 and 21 years, free of charge; and in view of such provision so made, the legislature shall require that every child of sufficient physical and mental ability shall attend a public school during the period between 6 and 18 years for a time equivalent to three years, unless educated by other means.

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School Envelope Specialists

SERVICE VS. PRICE

(Concluded from Page 41)

the teachers was the sample that was lowest in price in the assortment; and one that was considerably better than the paper previously used.

The judgment of the teachers was confirmed, moreover, by one of the salesmen representing one of the houses submitting paper. While the test was being conducted, he was asked to select the best sample, from an unmarked series of samples. He too selected the one of lowest price, which came from a firm other than his own.

These two instances, as well as others, illustrate the value of careful testing and investigation before purchasing; and they illustrate the fact that price, a major factor, is not the only factor; that the real standard is not price, but *the lowest cost for satisfactory service* from a *reputable* firm.

Moreover, reputable school-supply houses welcome such tests and investigations; and it is readily evident that from their point of view they should do so. Only one firm can receive an order; and where orders are given fairly and honestly, without politics, and upon the basis of careful tests, the school-supply houses and their salesmen can know where they stand on the matter. Too often they must sell their goods by a sales talk or their own personality — instead of the goods proving and selling themselves. Therefore, supply firms and their representatives cooperate willingly in such analyses.

♦ Dr. Joseph Rice, 77, author and former editor of the *Forum*, died on June 24, at Philadelphia, Pa. Dr. Rice was a physician who, shortly after the turn of the century, turned his attention to psychology and education. His studies in the teaching of mathematics, spelling, and composition in 1902 and 1903 formed the basis of much of the modern objective type of educational work. His earliest spelling test prepared in 1897, his reasoning tests in arithmetic prepared in 1903, and his composition scale prepared in 1903-4 were the first widely used objective tests and led ultimately to the standard testing movement. In 1903, Dr. Rice founded the Society of Educational Research.

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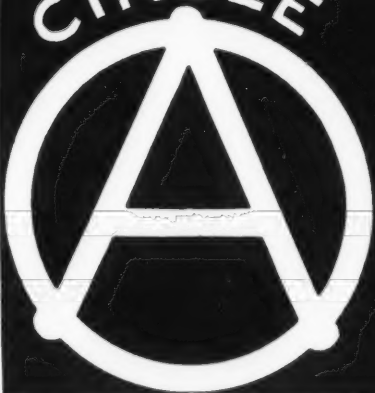
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SCHOOL BOARD OR SUPERINTENDENT—WHICH?

(Concluded from Page 14)

Arnold to our infant republic. He who will allow the financial need of an applicant, the opportunity of friends or of people of importance and power in the community, to cause him to recommend for appointment any but the best obtainable is unworthy of his grave responsibility.

School boards should remember that the master's and doctor's degrees, however desirable in a superintendent, are no guaranty of the possession of courage, honesty, or wisdom—the

indispensable elements of success. Any board that will allow any motive but the fitness of the teacher to influence its approval of the appointment is recreant to the grave responsibility entrusted to it by a confiding public.

The experience and observation of a lifetime have led me to the inevitable conclusion that public schools are established solely for the education of the child, and for the preservation of the state, and that it is the most important duty of the state to insure their efficiency; that boards of education are appointed agents of the state, elected under the laws of the state, not to run the schools; but, as a body of trustworthy,

intelligent, unselfish citizens charged with the responsibility of having them properly run.

Further, that the board's duties are policy-making, not executive in character, having to do with the regulations under which the schools shall function, the making of the school budget, the location of school sites, the erection, sanitation, repair, and maintenance of school buildings, the determining salary schedules, and the appointment of a superintendent as executive to carry out the policies which they dictate.

If I have indicated my belief that the quality of the supervisory and teaching force will, as a general rule, be determined by the amount of money invested in them; if I have made it clear that no motive but that of efficiency and the ability to render high service should entitle either supervisors or teachers to appointment, I have spoken my mind.

If I have enabled you to see a little more clearly that the great waste in education is not to be found in the high salaries or expensive equipment provided, but rather in low wages and cheap equipment, with their inevitable accompaniment of inefficiency and irreparable loss to the children of the state; then I have done what I hoped to do and have given a valid excuse for entering upon this discussion.

PANIC HYSTERIA AND THE PUBLIC SCHOOLS

(Concluded from Page 18)

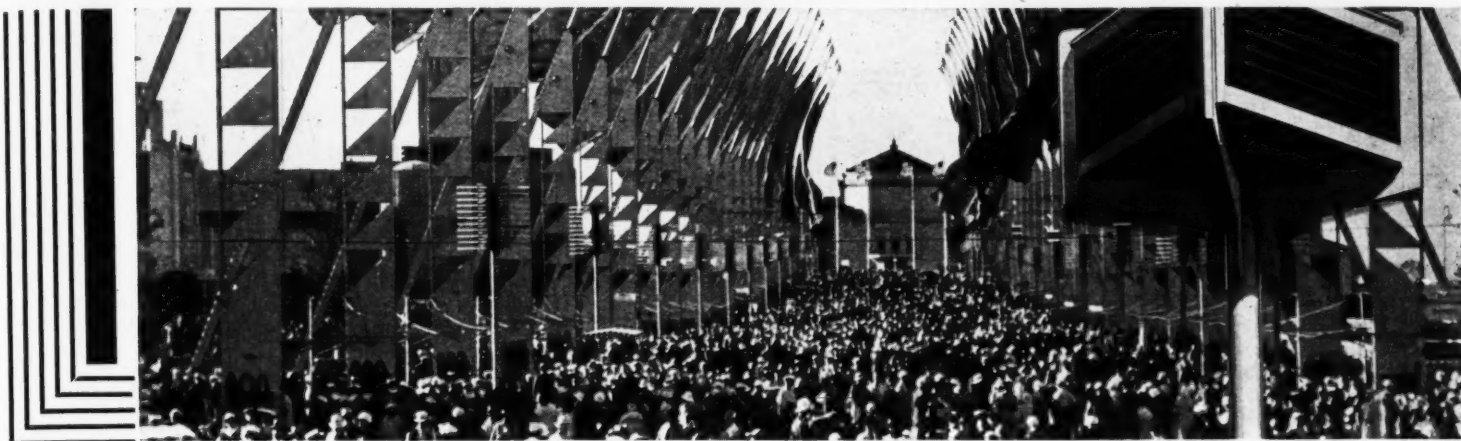
do not believe this hysterical condition will continue. Our normal sanity is already asserting itself, and we are not going to continue to make fools of ourselves, and to make ourselves ridiculous in the eyes of the next generation—our own children. But we are not yet out of the woods, and those people who have recovered their sense of proportion need to exercise their leadership in quieting the panicky and saving the schools.

PROVIDING FOR THE INDIVIDUAL

(Continued from Page 20)

step, is assigned to special-help periods. Teachers who understand young people and who have made a special study of remedial methods are assigned to these periods. They adapt the instruction so as to remove the pupil's disability and endeavor to help him reach the standards of the group. If the pupil continues to fail, this information is given to the administration, and the parent is brought into consultation. The pupil's entire record to date and the school's findings are then presented; if the parent concurs with the judgment of the school, the pupil is permitted to continue in the course, but he is not required to meet the standards of the group. The teacher is requested to continue his encouragement of the pupil and to assign him work which he can do successfully. Friendliness, sympathetic understanding, encouragement, and interest in the child's problems are the *sine qua non* to success.

One must not conclude that everyone is promoted, for such is not the case. Failures may be found among the slow individuals who take three terms to complete two terms of work. They may be bright pupils who have attitudes which handicap them in doing their best work. These attitudes need correction, and repetition of the course may be just the stimulus to improvement. The cultivating of special aptitudes may require an additional term. It is remarkable how the great mass of administrators and teachers, not to mention parents and pupils, have never revolted against the idea that failure must be determined only at the end of an undertaking. In six weeks' time most teachers have an adequate measure of the ability of their pupils and the degrees of achievement which they may be expected to attain. To delay punishment (failure) for twenty or forty weeks



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is not reasonable. Why not adopt a more humane attitude toward the individual?

No schoolman can expect to find any ready-made program for his school. Each must adopt a plan that will fit his own specific needs. Many of the types of provisions for individual differences mentioned in this article must be included in a satisfactory plan. Many other devices for promotion may be employed. This administration's plan to effect individuation has helped to solve the problem of certain pupils who otherwise might enter life with a feeling that they are unequal to its demands and who otherwise might be stamped as failures.

To continue to justify itself in the new social order, American secondary education must increasingly stress individual instruction. If our country is to achieve utmost success, we must develop each pupil as an individual so that with confidence he can face the life problems which he meets. This does not imply that he should strive to surpass his neighbors but that his training should develop him so that he may be an asset to them. The social well-being of all must dominate the spirit of the high school. The ideals of youth are high. If his secondary-school life is successful, he will carry forth those high ideals with which he was made familiar in secondary schools, and whatever be his talents, he will have faith to realize them for the good of the changing social order.

UNIT COST AND STANDARDIZATION OF ELEMENTARY-SCHOOL SUPPLIES

(Concluded from Page 22)

scription are all necessary in determining standard supply lists. The curriculum largely determines what shall be used, but supply lists based upon curriculum requirements can be standardized. Revisions can be made constantly and are necessary where curriculum changes are being made. Where curriculum changes are made it

is found that only a few items need be changed in the supply list. These items can soon be standardized.

Standardization does not appear to thwart pupil achievement. Out of 23 testings given during the time that standardization was in progress gains were realized in 20 instances. Small losses were shown in only three cases.

The problem of standardization needs further study.

THE APPOINTMENT OF TEACHERS IN CITIES IN 1914 AND IN 1934

(Concluded from Page 24)

2. The committee on teachers participated, in making the appointments in more than three fourths of the cities and now it does in less than one third of them; the committee originated appointments in a few instances and now it does in no cities; the committee approved the nomination or appointments of others in almost three fourths of the cities and now it does in less than one third of them; the committee made the appointments in seven cities and now it does in only one city, in which the committee on teachers is constituted of all the members of the board.

3. The superintendent did not participate in five cities due to exclusive control by the board and its committees and now he does not participate in two due to "automatic" appointment from eligible lists; the superintendent made the appointment in one eighth of the cities and now makes them in more than one third of the cities.

This comparison of the method of appointing teachers in cities in 1914 with 1934 reveals definite progress toward the plan offered by Dr. Ballou in 1914. Very probably more progress has been made than this study shows, due to the fact that in a considerable number of cities the superintendent makes his recommendations or appointments in the exact order in which the

candidates are ranked on the eligible lists.

Progress has been made. The achievements must be defended from the attack of those not primarily interested in the education of children. Still greater gains need to be made in many cities if the method of appointing teachers is going to insure, during times of economic disturbance, as well as during normal times, the selection of the persons most able to serve effectively as teachers.

THE SELECTION OF PUPIL SEATING EQUIPMENT FOR CLASSROOMS

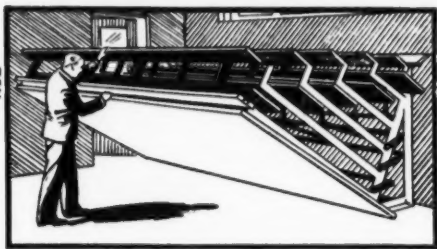
(Concluded from Page 26)

15. Can the elements in construction be replaced adequately?
16. Are reinforcements possible?

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Public Elementary School Plant, Spain, Moehlman, and Frostic, pp. 22-230.
Committee: Chairman L. V. Nash, Superintendent Setauket Schools, East Setauket, New York.
Assisted by: Henry L. Cecil, Superintendent of Schools, Adams, Mass.; Edward T. Heather, Orville E. Hill, Superintendent of Schools, Carroll, Ohio; Orlo Jenny, Principal of Elementary School, New Rochelle, N. Y.; Edwin E. Pumula, Superintendent of Schools, North Mankato, Minn.

♦ Chicago, Ill. The board of education has proposed immediate action on a plan to build two elementary schools without additional appropriation and at a saving of \$300,000 under the original estimate. The schools will provide seats for 1,850 pupils now attending classes in portable structures. Plans provide for construction of the buildings, beginning next fall, at a cost of \$250,000 each. The board will pay for the proposed schools with salvage money from the present building and repair funds. It is the purpose of the board to eliminate as rapidly as possible the 44 portable buildings now in use.



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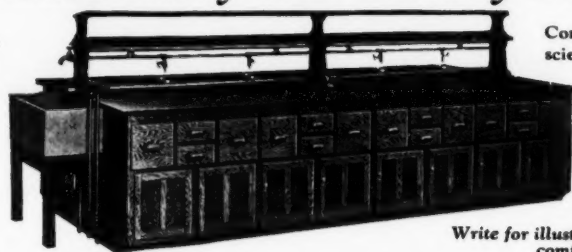
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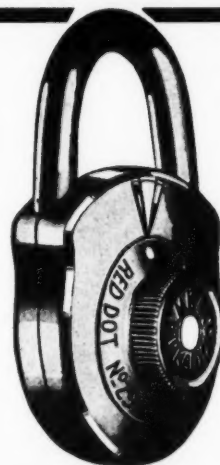
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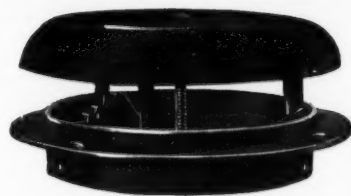
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THE SCHOOL CENSUS AND NEW SOCIAL RESPONSIBILITY

(Concluded from Page 32)

vertised, very few follow-ups will need to be made; necessary follow-up work can be done by the attendance officers. Such a canvass should be necessary only every four or five years if proper methods are used to keep the census files up-to-date. Many cities which maintain a continuous census like to make the canvass annually in order to be more sure of its correctness. Toledo has developed a technique of census taking which makes possible the taking of the census annually in a short time with the assistance of a very few workers; they ask for data about only those children of census age who have not enrolled in school. By a system of checks they claim to account for practically 100 per cent of their youths of census age.

Various practices are followed in order to keep the files constantly up-to-date. Some system of reporting daily new enrollments and all withdrawals is the most common. Several cities have developed a system of appointing pupils, living within given blocks, to report to the school principal any family moving out of or into his block; the attendance office is responsible for the follow-up. Other methods call for reports from moving vans and from the police, for examination of death and birth records, and for a law compelling parents to report changes in residence.

The Present Challenge

If we truly are interested in giving each and every boy and girl an opportunity to make the best of his abilities, the days through which we are now passing constitute a veritable challenge to our willingness to do it and to our resourcefulness in doing it. A failure to provide some means of contacting every child under 18 may be just as potent a cause of failure to achieve this ideal as our unwillingness to put forth the necessary effort to achieve. A careful house-to-house investigation this past year in just one big school district discovered children, not contacted by school or other social

agencies, who were in dire need of clothing, food, medical and physical care, and consequently out of school. The school people had thought that they were reaching very adequately all their children.

A continuing census of all children is needed; we dare not ignore such an instrument for constantly informing ourselves of the needs of our children, if we seriously feel that every child should have his chance. The outworn argument that we only miss a very small per cent is an excuse of the thoughtless and the selfish; it sounds so convincing to pompously announce that we now care properly for 90, 95, or 98 per cent of all our youth without the expense and trouble of maintaining the census; it sounds shallow and far from convincing to that parent whose child happens to be of that small per cent; to such a parent the total cost is small indeed if it has given his child a chance.

NEW PUBLICATIONS

The Effects of Combinations of Handedness and Eyedness on Letter-Position, Range of Attention, Scores

By Irving Anderson and H. R. Crosland. Paper, 48 pages. Bulletin No. 7, March, 1934, University of Oregon, Eugene. The purpose of the study was to determine the effects on letter-position (range of attention), scores of the various combinations, symmetrical and asymmetrical, of eyedness and handedness. The experiment confirmed by pooled averages the basic order of efficiency of the "range," letter-position, curves in the right two thirds of the visual field. Analysis of the rank order of comparisons reveals the differences to be determined by the following relationships: opposition of symmetrical combinations, common handedness against opposite eyedness, and negation of opposite handedness with common left-eyedness. In no less than 42 of the 48 figures contained in the three final papers of the series and in a corresponding proportion of the 68 tables, the superiority of the left-eyed subject, or of the left-handed subject, as against his right-eyed or right-handed rival is convincingly and consistently demonstrated.

Das Peterle von Nurnberg

Edited by B. Q. Morgan. Paper, 54 pages. Price, 35 cents. Das Geheimnisvolle Dorf

(Germelshausen.) Edited by Stella M. Hinz. Paper, 64 pages. Price, 35 cents. University of Chicago Press, Chicago, Ill. These books are respectively books seven and eight of the University of Chicago Press Graded German Readers' Series. The special feature of these editions is their simplicity and their usefulness for developing a well-grounded basic vocabulary. The notes and exercises all contribute to a well-integrated mastery of a basic German vocabulary, of the most common idioms, and of grammar.

War Work in the Public Schools of the City of New York

Compiled by the teachers' council. Paper, 124 pages. Prepared and issued by the Committee on School Records and Statistics of the New York City Schools. The pamphlet has been compiled as a mark of appreciation to Doctor O'Shea, retiring superintendent of the New York City public schools and offers an outline of the civic and social work of the schools carried out during the administration of Doctor O'Shea.

Economies in Food

By M. Faith McAuley and Mary A. Wood. Paper, 46 pages. The University of Chicago Press, Chicago, Illinois. The booklet contains recipes for preparing dishes made from evaporated milk. The booklet points out the economy of evaporated milk because of its lower cost and large use in the preparation of food both in the home and the institution kitchen. The recipes are given in the hope of helping to make attractive, without increased cost, the food of the institution group, whether in school cafeteria, college dormitory, or hospital ward.

Development of Faculty Personnel Accounting Forms for an Institution of Higher Learning

By Jesse L. Ward, Ph.D., Toledo, Ohio. Paper, 141 pages. The present study represents an analysis and evaluation of present criteria used in faculty personnel forms. It seeks to determine their importance and essentiality to the purpose of ascertaining a sufficiency of accurate personnel data of most value in the selection of additions to the staffs of institutions of higher learning. The analysis was made on the basis of (1) expert judgments concerning the value of criteria to be used, (2) guiding personnel principles as tests for the selection of criteria, and (3) the test of applicability to a faculty personnel recording system for the personnel management needs of the institution. The plan is offered as an aid in determining the merit of faculty members from data obtained from cumulative in-service records, developed from the study. It was undertaken in an attempt to exemplify the uses of an adequate personnel record system and its importance as a source of accurate data upon which a salary study of this nature is alone possible.

Courses of Study in Mathematics for Senior High Schools

Prepared under the direction of William H. Bristow. Paper, 87 pages. Bulletin No. 79, 1933, of the Department of Public Instruction, Harrisburg, Pa. The materials for the course are intended to be basic to the mastery of regular courses in high-school mathematics and are adapted to local conditions. The work has been developed with the idea of meeting the needs of two groups of pupils, namely, those who have ability and interest but have little thought for future use, and those who desire it as the basis for further work in science and mathematics. The emphasis is to be placed on the various principles has been left to the judgment of the teacher.

Placement and Attainment Examinations in Foreign Languages at the University of Wisconsin, 1930-1933

Prepared by Frederic D. Cheydeur. Paper, 16 pages. Printed from *The Educational Record* by the American Council on Education, Washington, D. C. The pamphlet is a report presenting a brief review of the steps leading to the incorporation of the new-type tests in the regular curriculum and to discuss the nature and results of these tests for the period they have been in regular use.

After the Meeting

Fog

(With apologies to Carl Sandburg)

The fog comes
on little cat feet—
about the time
of Examinations—
It sits looking—
over desk and chair—
on silent haunches;
Then moves on—
And sometimes it stays.

—Williams Purple Cow.

The teacher heard a child crying and rushed out to the playground to find out the cause of the disturbance. "What is the trouble?" she asked of little Jimmie, who stood calmly by, eating an orange.

"Billy took Fred's orange," explained the witness. "And where is the orange?" asked the teacher. "Oh, I have that," replied Jimmie. "You see, I am the lawyer." —Scholastic.

As She Understands It

A college professor reports that his small granddaughter returned from her modern prenursery school to announce that she had been "snooting" the flag. Her formula runs: "I pledge allegiance to my flag and to the public that it stands on: one nation, invisible with liberty and justice far off."

Absent-Minded Professor

Waitress: How long shall I cook your eggs, sir?
Professor: That does not matter. I have time to spare, child. —Fliegende Blaetter, Munich.

A New One

Bobby came home late one day after school. His mother asked him: "Where were you so long?" Bobby answered: "To a devil's funeral." His mother said: "To a devil's funeral. How come?" Bobby then said: "As I was coming home after school, I saw a funeral pass by, and there was a man standing at the corner. He spoke loud, then said, 'The poor devil; he was sick for only a week.'"

Postgraduate Course

Student: "What would you advise me to read after I have completed my course and graduated, Professor?" Professor: "I would suggest the Situations Vacant Columns."

Lacked the Money

The teacher was explaining to the pupils the complexity of daily life, how things are arranged for us and how a tiny mishap may bring all sorts of disagreeable consequences in its train.

"Now," said the teacher, "you go to the scullery one frosty morning, you turn on the tap and no water flows. Why?"

No answer.

"Well," explained the teacher, "there is nothing wrong with the tap. It turns perfectly, yet no water comes. Why?"

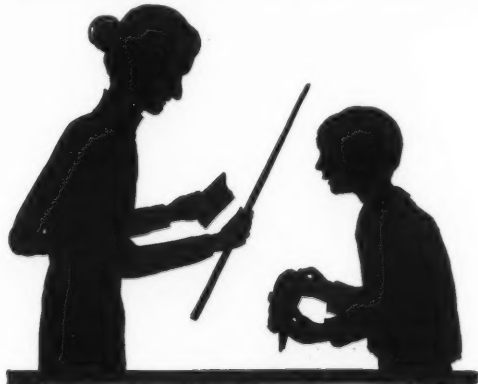
Up goes a hand.

"Please, mum, because you haven't paid the water taxes."

Right Too!

"Johnny," said the West Chicago geography teacher, as she pointed to a large map on the wall: "When you stand in Europe facing north you have on your right hand the great continent of Asia. And what have you on your left hand?"

"A wart," replied Johnny, considerably embarrassed.



He Tried

Teacher (sternly): William, why haven't you a good excuse for staying away from school yesterday?
William: It isn't my fault, teacher.
Teacher: Not your fault? What do you mean?
William: I did my best to think of a good one.

Buyers' News

Mr. Gibson Appointed Manager. Mr. Clinton E. Gibson has been appointed manager of the new Chicago sales office of the Irwin Seating Company of Grand Rapids, Michigan. The office is located at 610 South Michigan Avenue. Mr. Gibson has been connected with the seating industry for more than 40 years and is widely and favorably known among school authorities, purchasing agents, and the school trade. He brings to his new connection an intimate knowledge of educational conditions and of modern seating methods. He will represent the Irwin Seating Company in the northcentral states, particularly in the sale of their comprehensive line of school desks, tablet-arm chairs, kindergarten tables and chairs, and steel folding chairs.

American Low Boy Floor Machine. The American Floor Surfacing Machine Company, Toledo, Ohio, has announced the marketing of a new, silent-running floor machine for use in school buildings. The machine has been constructed low enough in height so as to make it possible to pass under desks, laboratory furniture, and other school equipment.



THE NEW AMERICAN LOW-BOY FLOOR MACHINE IS IDEAL FOR CLEANING UNDER DESKS AND OTHER SCHOOL FURNITURE.

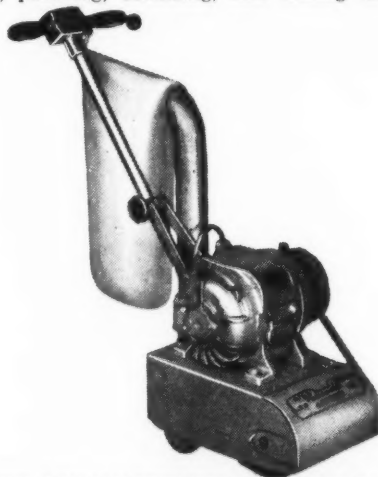
The American Low Boy is noiseless in operation and there are no gears, chains, or sprockets to get out of order. It has a handle which may be adjusted to any height to suit the operator no matter how tall or short he may be, or it can be used as a hinged type in a vertical position. A selection of brushes can be supplied for a variety of uses.

Complete information and prices may be obtained by any school official upon request.

Lincoln-Schlueter Floor Machine. Wood floors in schools have always presented a problem from the standpoint of cleanliness, sanitation, and appearance, and many materials and methods of maintenance have been tried with varying success.

The Lincoln-Schlueter Company, Inc., 213 W. Grand Ave., Chicago, Ill., has recently placed on the market a new type multi-purpose floor machine, which is the latest answer to the problem of how to reduce the cost of the service and yet keep clean, attractive, and sanitary floors.

The multi-purpose floor machine is suitable for sanding, polishing, scrubbing, and waxing of school



THE NEW LINCOLN-SCHLUETER MACHINE FOR SANDING, POLISHING, AND SCRUBBING SCHOOL FLOORS HAS THE ADVANTAGE OF EXTREME COMPACTNESS AND FLEXIBILITY.

floors and is effective in removing paint, varnish, shellac, dirt, and stains, making old floors look like new.

The machine comprises a polishing brush with tough, long-wearing bristles, a cylinder-type brush, a 1-h.p. ball-bearing, constant-speed motor, a drum having 1,000 r.p.m., a dust collector with ball-bearing suction fan, a heavy, tough belt drive, an inclosed safety tumbler switch, a tubular steel handle, and 50 ft. of heavy rubber-covered extension cable with connectors.

Complete information may be obtained by any school official upon request.

MARKET PLACE SECTION

FOR THE SCHOOL EXECUTIVE'S LIBRARY

While school executives are primarily interested in educating the child, none would deliberately do so at the sacrifice of pupil health.

This subject is interestingly and authoritatively treated in a series of pamphlets now available without charge.

New light is thrown on vital questions like these: "What should constitute the ideals and standards of classroom seating?", "What are the essentials of hygienic seating?", "Is there really any relation between bad posture and tuberculosis?"

These discourses are heartily recommended as real food for thought. The pamphlets should be a welcome addition to every educator's library. Copies are available by addressing American Seating Company, Grand Rapids, Michigan.

FREE SAMPLE!

Babb's BAKELITE INKWELL No. 9

Non-Corrosive Bakelite Top — practically unbreakable — OUTLASTS the old out-moded type of inkwell top, yet — COSTS NO MORE!

Write today for a sample and see for yourself WHY more and more school executives are now saying "BAKELITE TOPS and nothing but, for our standard 2-thread inkwell glasses."



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A Superior Agency for Superior People
We Register Only Reliable Candidates
Services Free to School Officials
Member National Association of Teachers' Agencies

Norton Improved Door Closer. The Norton Door Closer Company, 2900 North Western Ave., Chicago, Ill., the largest manufacturer of door-controlling devices, has placed on the market its new improved model 1930 door closer. This door closer is a full rank-and-pinion closer with a two-speed control. In operation, the door is controlled completely during its entire swing and any closing speed may be secured by a simple adjustment. Variations in speed are possible



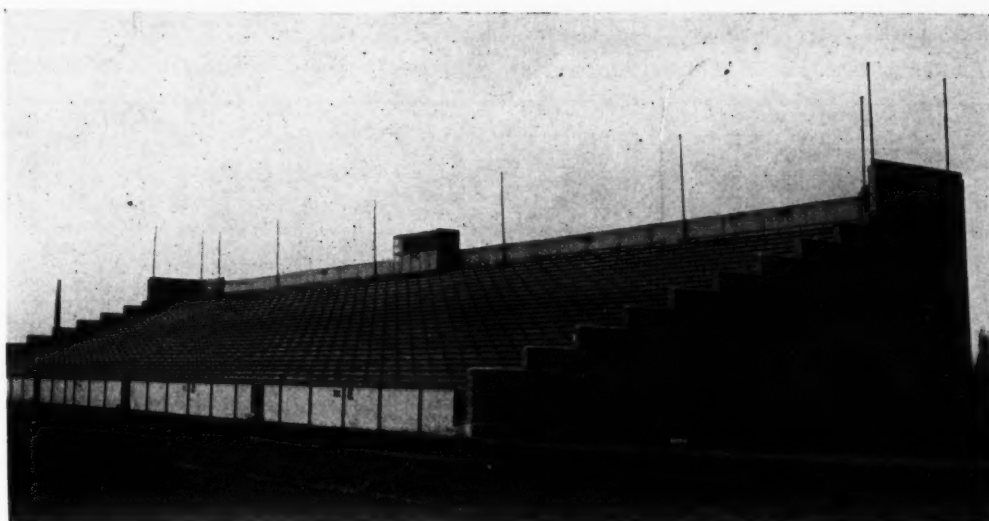
THE IMPROVED NORTON DOOR CLOSER

to fit the needs of the individual school. In classrooms and toilet rooms, where a quiet closing is desired, the door closer may be so controlled that the only noise made in closing the door is heard when the latch bolt slides into place. The individual parts of the closer are especially designed for durability. The shafts, pinions, and end plugs are made of steel and are carefully machined.

Norton door closers are also now obtainable with a special fusible link arm for doors placed at fire stops so that a door may be automatically closed in case of a fire.

Complete information may be obtained by any school official upon request.

Standardize Asphalt Floor Tile. The Bureau of Standards of the United States Department of Commerce at Washington has announced the standardization of asphalt floor tile for school and other commercial uses. The standard is based on federal specifications, involving grade, material, and workmanship, and general requirements for size, thickness, color, and texture.



THE NEW CANNON-BUILT STADIUM AT NIAGARA UNIVERSITY has been found comfortable, safe, permanent in construction, and low in first cost. This type of stadium is especially within the reach of school boards and high schools.

New Type of Stadium. The Cannon Stadium & Seating Company, 20 North Broadway, White Plains, N. Y., has announced the marketing of a new type of stadium, which involves an entirely new method of steel-and-concrete construction, providing a more adequate structure, more comfortable seating, and greater strength, all at an exceptionally low construction cost.

The stadium has malleable iron seat brackets, heavily reinforced concrete treads, steel framework, and allows ample foot room. The Cannon type of stadium may be used for any form of stepped seating, bleacher, grandstand, or built-in bleacher. The structure may be designed to allow for the future construction of field houses, shower, and dressing rooms.

New Bradley Semicircular Shower. The Bradley Washfountain Company, Milwaukee, Wis., manufacturers of group washing and bathing fixtures, has announced a new semicircular group shower for schools. The shower has been designed to accommodate three users at one time, each in a separate, roomy compartment, and uses only three plumbing combinations—two supplies and one drain. The Bradley improved

shower is constructed of seamless steel tubing, with partitions of heavy patent leveled steel sheet, and finished with artillery-gray baked enamel. The fixture reduces water consumption and eliminates the scalding hazard so common in batteries of ordinary showers.

The fixture is equipped with white-duck curtains, and supply connections may be obtained. Complete information is available upon request.

Maintenance Cleaning for Schools. The J. B. Ford Company, of Wyandotte, Mich., has issued a 32-page booklet, describing and illustrating the practical uses of Wyandotte Detergent for the satisfactory cleaning of schoolroom floors and walls.

Wyandotte Detergent is especially suitable for cleaning painted surfaces, floors of all kinds, porcelain equipment, and marble. It cleans easily and thoroughly and will be found useful for removing discolorations from painted surfaces and stains from marble. Buildings which have walls of marble, terra cotta, glazed or enameled brick may also be successfully cleaned with a solution of the Detergent.

Complete information and prices will be sent to any school official upon request.

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cleaning involves more than merely removing dirt which is apparent to the eye. It means the removal of invisible films which breed bacteria and throw off unpleasant odors.

Because it produces this truly sanitary cleanliness, Wyandotte Detergent is widely used by those who study maintenance cleaning and to whom efficient cleaning is more important than any other consideration.

Wyandotte has been scientifically developed to do all kinds of maintenance cleaning. Wyandotte cleans paint safely, renewing the glossy surface. It cleans porcelain, tile and enamel surfaces without scratching or marring. It removes stains from fine marble. It cleans floors thoroughly and leaves them non-slippery.

Try Wyandotte today. Your jobber will be glad to supply you. For detailed information, write—

The J. B. FORD COMPANY, Wyandotte, Michigan



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Gloss Seal is the Ideal

Wear Resisting Floor Treatment

**MORE FLEXIBLE
THAN VARNISH
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● Wherever traffic is heavy *Finnell Gloss Seal No. 1* is the treatment best calculated to furnish the needed durability and appearance. Its surface is extremely tough, yet remarkably flexible. It is non-slippery . . . proof against rubber marks and burns . . . preserves the natural light color of the flooring . . . will not darken. Harsh soaps and acids will not injure it.

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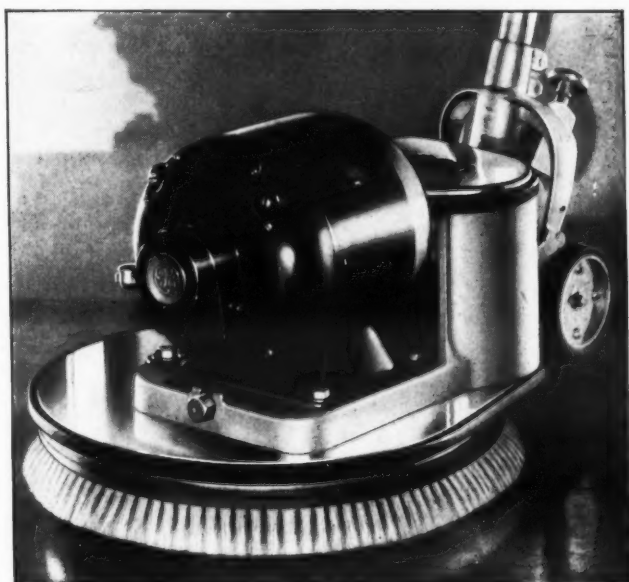
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● *Finnell Traffic Seal*, high in quality as *Gloss Seal No. 1*, is a penetrating sealer. *Finnell Aqua-Wax* is a bright-drying, long-wearing, protective coating. Requires no buffing. Has a lustre of amazing endurance. *Finnell Kote*, applied hot by a special dispenser unit, is a quick-setting, time-saving, long-lasting, non-slipping protection for all polished floors. Other products include: *Liquid Kote*; *Fulfil*, for filling porous floors; *Solarbrite*, a safe and effective soap solution; *Finola*, the standard scouring powder for thirty years. Ask for samples and quotations on any or all. Address **FINNELL SYSTEM, INC.**, 807 East Street, Elkhart, Indiana. Canadian Distributor: **Dustbane Products, Ltd.**, 207 Sparks Street, Ottawa, Ontario.



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● The new *Finnell* has amazed all beholders, satisfied all users. Made in two types — 100 series with motor at rear and 300 series with motor on top. Each type in four sizes — 11, 13, 15 and 18 inch brush ring. Automatic switch on handle of motor-on-top models. Powered by General Electric Motor. Wax, polish, scrub and dry clean — speedy and powerful. Write for illustrated circular describing this double quartette of modern floor maintenance machines.

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OUR WORLD TODAY

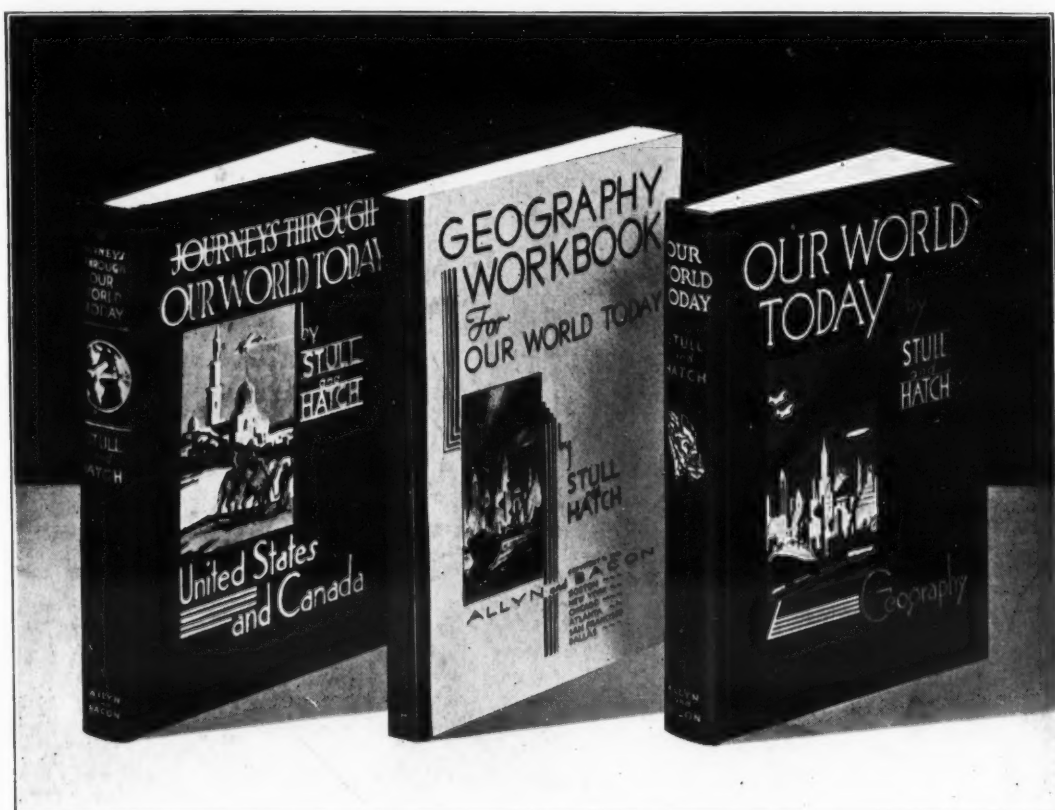
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